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ABSTRACT

From 1972 through 1975 Austin College conducted a Total Institutional Project that dealt with the fundamental issue of educational roles. The fundamental nature of the changes sought was for students to become more self-directed in their learning, for faculty to become more skilled in facilitating the learning and maturation of students, and for the college to become more capable of sustaining institutional self-renewal on a long-term, continuing basis. A redistribution of educational responsibilities was to come about in the implementation of IDEAS, a program unified around the concepts of individualization, the changing nature of the educational task, and adaptability for the developing needs of the future. This project report discusses the program impact on the student, the faculty, and the college. Strategies used and insights gained are also discussed. (Author/KE)

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Changing Tasks and Roles in Higher Education

A Total Institutional Project at Austin College

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Dedication

To

Frank C. Edwards

Professor of Chemistry
Dean of Educational Research
and Development
Director of the Austin College
Total Institutional Project

His habit of wholehearted involvement and his determination to "turn problems into opportunities" found expression even in turning the problem of his final illness into an opportunity to participate in medical research until his death on July 5, 1975. In his deep concern for people and for the realization of their full potential, he embodied the spirit of the Austin College Total Institutional Project.

Preface

This is a report of an unusual undertaking by a group of people who believe something fundamental is happening in higher education—something that is changing the educational task and is also changing the roles of student, faculty, and staff. They undertook to try to understand the changes in our society and the new demands on education and to devise a very practical response for a college, not in some faddish way, but in solid educational policies and programs. They attempted to put it all together at one point in time in a "do it yourself" (with a lot of help) college self-renewal approach. This response was the Austin College Total Institutional Project and this report is the story of that educational struggle intended as a way of sharing what happened—not as an answer for others, but as one attempt to respond to these changing conditions and needs. The report is also the sharing of a process and an approach that we hope may be helpful to those hearty souls who continue the educational struggle.

Many of the people involved had great faith in the validity of the ideas and especially in the process of working together with a commitment to find a better and more effective way to deal with the ensuing complexity of the educational problems of today and tomorrow. Dr. Frank Edwards, the Dean of Educational Research and Development, and the Project Director, was such a key person who believed strongly and gave himself as a chemist and scientist to the leadership of a project dedicated to a total institutional approach and to wholeness of life and to individual and institutional changes and self-renewal. His untimely death during the last year of the Project was a great loss, not only to us at Austin College, but the loss of a creative leader to all of higher education.

Another great loss during the Project was Dr. Paul Beardsley, whose sudden death from a heart attack deprived the College of a leader who had filled many roles including Director of the Project's Educational Resources Service Unit. Dr. Jon Erion came to direct this

Service Unit and has provided for the Project's media needs. The other Service Units have been provided leadership by Dr. Paul Thomas for the Development Research and Evaluation Service Unit and by Dr. Tom Kimes for the Interactive Computing Service Unit.

The person that held the Project all together was Dr. Jack Jernigan, the Project Coordinator. We are especially indebted to Dr. Jernigan for stepping in to a difficult situation and providing unusual leadership during Dr. Edwards' period of illness. I am especially indebted to him for helping me in the final months of the Project to bring it to a proper conclusion and in the preparation of all of the reports and for his special contribution to this report. We are indebted to the Executive Vice President and Dean of the Faculty, Dr. Dan Bedsole, for his support and leadership throughout the pre-project planning and the Project, but especially for his additional assistance in the completion of the Project and the preparation of this report. Dr. Jack Carlson, Associate Dean for the Humanities and Director of the original NEH Planning Grant project and now Director of the related Program Management Project, has played a key role in the entire program. Dr. Lloyd Gourley, Associate Dean for Science, Dr. Kenneth Street, Associate Dean for Social Science, and Dr. Howard Starr, Associate Dean for the Advising System, have all provided key leadership, not only for their operations, but in the general policy and integration of the entire Project and new programs.

This was a broad-based project and could not have been carried out without so many groups that were dedicated and worked so very hard on the various programs and problems. The faculty did a marvelous job in facing new ideas, wrestling with fundamental educational issues, and developing new programs. Through their individual self-renewal Austin College has developed a faculty of not only competent specialists, but real educators. The students provided a creative and cooperative force that was essential and made a major contribution in various contexts throughout the Project. The specific committees, task forces, and advisory groups, and especially the 125th Anniversary Commission—all had an important impact on the process and the outcome. The Advisory Panel made a very special contribution, both as individual consultants and as a group, and we are especially indebted to them for their patience and understanding and for their advice and leadership. A special word of recognition and appreciation for her services as a writer over the years of the Project goes to Suzanne Starnes, one of our graduates who has helped document, summarize, and communicate this Project in so many ways and has been so helpful in the drafting and editing of this report.

Because the concept of this effort was a "total institutional" approach, much had to be done that was not specifically financed by the two initial grants. We are indebted to those who helped underwrite specific efforts that led to our ability to undertake such a total institutional project. We are especially indebted to those who helped underwrite the matching portion of the grants—Mr. Toddie Lee Wynne for the basic matching of the NEH grant, and the Clark Foundation for the Library materials grant. Our ability to carry out the Project also owes much to the Ford Foundation for the Venture Fund grant, and to the countless other individuals and foundations that during this period responded to the Campaign of the 70s for facilities, equipment, program operating funds, and endowment funds that really helped make possible the new IDEAS program—its installation and its future.

Central not only to this Project on which we are reporting, but to the entire undertaking and commitment to the College's role, philosophy, and perpetuation, is the Board of Trustees. Their involvement, their understanding of the changing society and its educational needs, and their willingness to plan for the future and take necessary risks are undoubtedly among the most important factors in the readiness of Austin College to engage in a Total Institutional Project.

To the Board, the Faculty, the Students, the committees, the Constituencies, and especially to NEH and NSF that made this undertaking possible, we express our thanks for the chance to engage in the exciting struggle in education toward personal and institutional wholeness and self-renewal. We invite others to join in this process.

John D. Moseley
President and Project Director
Austin College
Sherman, Texas

Introduction

From 1972 through 1975 Austin College conducted a Total Institutional Project, supported by major funding from the National Endowment for the Humanities and the National Science Foundation. The Project aided implementation of a new educational program called IDEAS (Individual Development: Encounter with the Arts and Sciences).

The subtitle of the Project indicated its thrust, "Changing Tasks and Roles in Higher Education." Working together over four years, faculty and students in a series of six-week Summer Resource Laboratories examined and restructured nearly every course and educational program. New syllabi were developed, many with new ways of organizing classes. More broadly, several departmental or program curricula were completely restructured in an attempt to keep pace with the changing needs of students.

The progress made toward change of tasks and roles and how it came about make up this story of the Total Institutional Project. It is basically the story of the operation of the Project and its impact on people, programs, and the institution.

Chapter 1 is a general description of the chronology and mechanics of the Project. Key features included are the background of Austin College, immediate precedents of the Project, preparation for the Project, Project rationale and goals, operation and organization of the Project, main activities of the Project, interim reporting on the Project, and summative evaluation and reporting procedures.

Chapter 2 describes the impact of the Project on students, using curricular developments to support and explain that impact. The six-course interdisciplinary core program of IDEAS receives particular attention in this chapter, as does individualization throughout the curriculum and in programs and courses. This chapter is structured around a broad goal which expresses the Project's concepts relating to students, rather than around a more conventional programmatic approach. The primary focus of attention thus becomes the broader Project goal, with courses, programs, and structures described as they are introduced secondarily to support and explain progress toward the broader goal. A similar focus on broad goals of the Project is used in Chapters 3 and 4.

Chapter 3 deals with the impact of the Project on faculty. It provides examples of individual and group involvements in the Project to demonstrate the fostering of faculty development by the Project.

Chapter 4 concerns the impact of the Project on the institution. Included are programs and structures introduced concomitantly with the Project-related educational changes. Although some of these programs and structures were not part of the Project *per se*, they are related philosophically and represent the means to continue the spirit of the Project. Specific parts of this chapter deal with the Office of Educational Research and Development, the role of outside reviewers and consultants, College support for the professional development of faculty and staff, and a new system for operating programs and legislating issues.

Chapter 5 mentions strategies and insights learned as a result of the Project, and they are grouped around the general topics of programs, processes, and people. A final section attempts to "put it all together" by outlining a self-renewal system for a college.

Since almost the very beginning of the Project, Austin College has received inquiries about it. There have been 183 direct inquiries from over 40 different states and from Canada. There were also 21 visitation groups from educational institutions ranging in location from New York to California and from North Dakota to south Texas. On a broader scale, information about the Project and the program it was implementing has been disseminated through faculty participation in various association meetings and through the publication of journal articles. And the requests continue.

Austin College has tried to respond to all requests appropriately. This report represents another step in the process of communication.

This report is also one of the final steps in reporting to the funding agencies. The NEH and NSF cooperated at an unprecedented level in helping to fund the Austin College Total Institutional Project, and that cooperation symbolized the comprehensiveness of what was underway at the College. Dealing with two agencies, however, also presented problems for the College. These included the necessity of coordinating and checking plans with both agencies, and difficulties in scheduling the beginning and ending points of the Project due to different time periods for the different grants. Nevertheless, advantages far outweighed disadvantages, as each agency contributed its distinctive viewpoints in oversight of the Project.

Trying to communicate what happened during a four-year project encompassing all parts of a college is a challenge. This report tries to do that, and to bring to life the real "people involvements" by using case studies and briefer illustrative examples of individual activity. The complete document, hopefully, will not only tell the story of the Austin College Total Institutional Project, but will also have value for others undertaking educational and institutional renewal.

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Chapter 1

The Project as Process: General Description and Operational Details

From June, 1972, through November, 1975, the Total Institutional Project was the highest priority of Austin College. This high significance was due in part to the fact that the Project was installing the new educational program *IDEAS at Austin College*. More fundamentally, however, the Project represented the process of change. That process is the subject of this chapter.

Background: Austin College and the Last 25 Years

In submitting the proposal for the Total Institutional Project, President John D. Moseley wrote, "There comes a moment in time and a point in readiness with both ideas and leadership that present a unique opportunity to move to higher levels of achievement." That "moment in time" and "point in readiness" are important to understand, for without the prior development at Austin College, it is doubtful that the Total Institutional Project could have been conducted.

The heritage of innovation and purposeful change began in the 1950's. Then Austin College embarked on a series of management studies and self-examinations. There were numerous experimental projects, each specific in focus and dealing with one aspect of the educational program.

Several creative approaches of the 1960's illustrate the College's activity. There was increasing emphasis on interdisciplinary courses and methodologies, with much of this effort centered in the humanities or some form of Western Civilization course. Different freshman year programs were tried in order to precipitate the new student's thinking about his or her own educational philosophy. Calendar reform occurred, as the College moved from a conventional two semester calendar to the now widely used 4-1-4 calendar. Significant interinstitutional relationships began with the establishment of a two-way, interactive television network linking several colleges, universities, and industries in north Texas. The College's own creativity and planning were increased, first by the use of ad hoc groups and later with the institutionalization of that function through the creation of an "executive office" of shared leadership and decision making.

Throughout all of its recent history, the College benefited from venturesome trustee and presidential leadership. Those responsible for the College were willing to take risks for the sake of program development. In turn, they attracted and recruited others, faculty and staff, who were dedicated to creative strategies to improve education at Austin College.

The Immediate Precedents: 1969 - 1971

In 1969 the Danforth Foundation awarded a grant for a leave-of-absence to President Moseley. He used this grant to study trends of higher education in both England and the United States. Returning to campus in the spring of 1970, he held a series of discussions about the future of higher education in general and the future of Austin College in particular. By that fall, there was a consensus in the College administration that the time had come for a major re-evaluation of the entire educational program of Austin College.

As a result, there was launched a planning process called "OPENS," *O*peration *P*lanning *E*ducational *N*ext *S*teps. The central focus of OPENS was consideration of what the College could do now to help prepare students for meaningful lives in the year 2000. For example, how could the College prepare students for lives of constant change? What education should students have to meet the challenges of the future and to be ready for "jobs that have no names"?

Standing committees reviewed College programs then in existence. Special task forces of both faculty and students examined the liberal arts approach to education, new teaching and learning strategies, the concept of a freshman year program, and student involvement in the educational and operational aspects of the campus. In addition, extensive discussions were held with faculty, students, and staff; with recent alumni; with visiting consultants; with innovators at other colleges; and with the Texas Education Agency, the state agency overseeing elementary and secondary education.

In December, 1970, approximately ten weeks after OPENS began, the Ford Foundation notified Austin College that it had been selected for a Ford Venture Grant, one of several Venture Grants made to a select group of institutions providing innovative leadership for higher education. The grant was an endorsement of the past commitment of the College to innovation as well as its continuing commitment to purposeful change through the OPENS process. This grant provided key support for committees and task forces throughout OPENS.

By the beginning of spring, 1971, reports with findings and recommendations were submitted to a Steering Committee for synthesis and integration. The result was a 100-page report of recommendations grouped into seventeen categories and touching every aspect of the Austin College educational program. These recommendations were offered to faculty and students and studied and debated for one month. After extensive deliberation, the faculty legislated broad guidelines defining the fundamental direction of a new program for the decade of the '70s.

Components of the new program included a freshman year with a freshman colloquium and a sequence in cultural heritage, an educational tutorial involving planning throughout the student's four-year college career, three different degree planning options, a policy research experience, and revised yearly and weekly calendars. Seven task forces then worked throughout the summer to develop the details of the broad program guidelines.

At this time the College received another crucial grant. It was a major planning grant from the National Endowment for the Humanities and was designated specifically for the development in detail of the freshman year features of the new program. This NEH planning grant also made possible the development and operation of pilot versions of some of the proposed freshman courses in 1971-1972.

The results of the summer task forces constituted a new educational program for Austin College. This program was debated and discussed in the fall when faculty and students returned to campus. By the end of the fall term, all the proposed changes were approved by the College's legislative bodies, including the Board of Trustees.

The legislation created the *IDEAS at Austin College* educational program, and set its inauguration for September, 1972. *IDEAS at Austin College* included not only new core courses—Individual Development, Communication/Inquiry, Heritage of Western Man. Policy Research—but also a 2-2-1-4 academic calendar, a flexible daily class schedule, three degree plans for a baccalaureate degree, and the reconsideration of *all* courses and programs for added individualization and flexibility. Essentially, *IDEAS at Austin College* called for change throughout all parts of the curriculum, with new designs centered more closely around student needs and major adjustments in the traditional roles of faculty and students.

The installation of the IDEAS educational program was projected over a three-year period, with a need for major support to provide opportunity and assistance to faculty and students to help them restructure courses and activities and assume new roles. Accordingly, the decision was made to apply for substantial funding from outside sources to support the implementation of the IDEAS program. The proposal for the Total Institutional Project was therefore prepared and submitted to the National Endowment for the Humanities and the National Science Foundation. The submission of the proposal to two agencies for joint support underscored the comprehensiveness of the proposed Project.

Thus, the Total Institutional Project did not "just happen." From twenty years of creative experimentation and development work, through two years of intensive study in the OPENS process, to the new *IDEAS at Austin College* educational program already legislated and scheduled for implementation, Austin College was truly at a unique point in preparedness for basic change when it embarked on the Total Institutional Project.

Preparations for the Total Institutional Project

The Total Institutional Project was scheduled to begin in June, 1972, but much preparatory work was demanded prior to that date. Austin College assumed the cost for these planning activities throughout the first half of 1972. During this time, activities of the first summer of the Project were planned in detail, including arrangements for visits by consultants. Serving as a consultant, Dr. Warren Bryan Martin advised in planning the details and helped set a broad context in which to view the plans and purposes of the Project.

Original plans called for the Project to be operational through three summers. Austin College had hoped to gain full funding for the Project from NEH and NSF by the start of the Project in the first summer, 1972. In addition to operational expenses of the Project, the agencies' grants were to provide stipends for faculty and student involvement during the summers. Although the NEH awarded a Development Grant effective at the time the Project began, the NSF was still considering the proposal. Austin College committed its own funds and the remnant of Ford Venture funds so that science faculty stipends and other Project expenses not covered by the NEH grant could be included. After the end of the first summer, the NSF awarded an Institutional Grant under its College Science Improvement Program (CoSIP), providing three years of funding for various parts of the Project. Adjustments were then made, and the Total Institutional Project was extended through 1975.

Rationale and Goals of the Total Institutional Project

Two features of the Total Institutional Project were truly distinctive—its comprehensiveness and its dealing with the fundamental issue of educational roles. The title, "Total Institutional

Project," reflected the comprehensiveness. Many strategies for reform were combined, some common and others uncommon, in a comprehensive effort involving all members of the institution and touching all courses, activities, and programs. This total approach was considered most effective for long-lasting change. Narrower, isolated projects seemed vulnerable to being lost in the whole framework, not only having little impact on others, but even gradually losing their own vitality.

The fundamental nature of the changes sought was apparent in the goals of the Project—for students to become more self-directed in their learning, for faculty to become more skilled in facilitating the learning and maturation of students, and for the College to become more capable of sustaining institutional self-renewal on a long-term, continuing basis. The subtitle of the Project summarized the goals: "Changing Tasks and Roles in Higher Education."

A redistribution of educational responsibilities was to come about in the implementation of *IDEAS at Austin College.* Education was affirmed as a continuous process of intellectual and personal development, not merely the acquisition of knowledge provided by others. Focus on the growth of each individual student meant a different sharing of educational responsibilities, with the student assuming more responsibility and the teacher helping the student learn to access and use information, to organize tasks, and to manage educational activities, all within the framework of moving toward individual career and personal goals. And with the focus on overall development, the student would be best prepared for living effectively in a world of constant change and being responsive and adaptable to changing times and situations now unknown.

Another important aspect of the Project was renewed emphasis on the importance of the intellectual disciplines of the humanities and the sciences and their interrelationships. These were to receive increased attention in the new interdisciplinary core courses, partly through a continuing focus on consideration of values and on scientific methodologies.

Thus, the Total Institutional Project, implementing *IDEAS at Austin College,* involved new strategies to deal with fundamental issues. All were unified around the concepts of individualization, the changing nature of the educational task, and adaptability for the developing needs of the future.

Institutional renewal was to be approached by providing opportunities for faculty to be skilled in processes of goal-setting and evaluation. More important, the process of participating in the Project would make individuals competent in directing meaningful change. Also, thrusts of the Project would increasingly be dove-tailed with newly developed, continuing programs of reform.

General Operation and Organization of the Total Institutional Project

The Total Institutional Project was operated by a Project Office with a Director, Coordinator, and appropriate staff. A major focus of activity was the planning and management of a Summer Resource Laboratory (SRL) during each year of the Project, in which faculty and students worked together to design new courses and programs, to restructure existing ones, to exchange insights, and to learn new educational strategies. Three Resource Service Units—Educational Resources, Interactive Computing, and Development Research and Evaluation—provided back-up support during the SRL's and technical services throughout the academic year. And, beginning in 1973, the NEH awarded a sizable gift and matching grant for library materials in support of the humanities. An Advisory Panel of outside educators and consultants provided advice and assistance in planning and operating the Project, and the College's Program and Project Steering Committee served as a bridge between Project activities and regular activities of the College. A separate research contract provided for developmental work on the Birkman Method and Seminar. Each of the major parts of the Project is described in greater detail in later sections of this chapter.

The fiscal structure of the Project included approximately equal sharing of costs among the College, NEH, and NSF, with a gradual decrease in outside support over nearly four years. There was a clear-cut separation along disciplinary lines relative to faculty stipends in the Summer Resource Laboratories. Otherwise, the funding was separated along broadly functional lines with specified institutional cost-sharing in most of the subdivisions of the budget.

Major areas of NEH funding were (1) staffing and general operating expenses of the Project Office; (2) library materials; (3) leadership, consultants, student participants and Humanities Area faculty participants in the Summer Resource Laboratories; and (4) staffing, operating expenses, and media software of the Educational Resources Service Unit. Major areas of NSF support were (1) student and faculty participants from the Science and Social Science Areas in the Summer Resource Laboratories; (2) media hardware to supplement a major institutional expenditure for such equipment; (3) partial staffing and operating expenses for the Interactive Computing Service Unit; (4) partial staffing and operating expenses for the Development Research and Evaluation Service Unit, including a portion of the operating and data-collecting expenses related to the Birkman program; (5) the Birkman-Mefferd Research Contract; and (6) an evaluation component including an Advisory Panel, summative evaluation and various forms of reporting.

Activities of the Summer Resource Laboratories (SRL)

The Summer Resource Laboratory was a six-week period of specially organized intensive effort each summer, when faculty and students were free from their usual academic loads. A wide variety of aids and assistance were made available to support groups and individuals in trying new approaches, putting courses together differently, and testing alternative methods and processes. The impact of the SRL is indicated in other parts of this report, particularly Chapters 2 and 3.

A significant characteristic of the SRL was its inclusiveness, for all faculty and many students were working together in the Project. This inclusiveness matched the total approach of the Project, fostering change throughout the institution instead of in separate, isolated departments or courses. The structure of each SRL involved a deliberate mixing of faculty with students, and of individuals across discipline lines. The hope was that the impact would be multiplied, with individuals substantially influencing one another. More important, however, "That's what the Project was all about." It was all going about educational tasks together, faculty and students planning and learning together.

From year to year two evolutionary changes in the SRL were most apparent. First, there was a shift of emphasis from the College-wide interdisciplinary courses, from group work on the core courses taught by faculty teams (or teams of faculty and students) to faculty and student work on courses that were the responsibility of individual faculty members. And second, there was a shift from administrative assignment of faculty and students to SRL responsibilities, to grassroots participation in individualized planning to determine SRL responsibilities. These two shifts occurred simultaneously, and both gained momentum and became more pronounced each year.

Just as significant as what happened in the SRL was the *way* it happened, the style of the SRL. In essence, the style of the SRL was exemplary of the classroom styles promoted by the IDEAS program. Cooperative, supportive measures were used in a participatory way with decreased prescription. This was the *How do we* approach, with emphasis on the *we.* All along and even intensifying as the Project progressed, collaboration and team-building were the standards, not authoritarianism. The starting point was *where we are now* and taking logical next steps, not imposing preconceived goals and methods on all with no regard for their current level of development. Thus, the administration of the SRL supported and reflected the Project's goals. The belief was not only that this style for the SRL could have serendipitous effects which would emerge in the classroom, but also that it was the right and sensible way to proceed and would yield the best results. An excerpt from material used in planning the 1973 SRL highlights the importance of this style for the operation of the SRL.

> This planning process will be complex and it will not be easy to do, but we believe it is essential to proceed in this manner. If we are successful in working through this together, our summer assignments will better match our needs and *where we are* at this time—and that's sound educational philosophy in harmony with institutional goals and the methods and style of the Total Institutional Project.

Another way of stating this is to say that the most important factor for participants in the SRL was considered to be the process, the affective experience of participation, rather than producing a certain course or creating a particular product. Revising courses was seen as a continuing task of faculty, with changes to be called for in the future just as they had been in the past. But thinking about the way a course should be approached, considering different alternatives, trying new strategies and doing all this cooperatively within the framework of broad goals for students and faculty—these types of concerns were thought to be lasting. The importance of the process of the SRL was its giving faculty experience in and helping to make them comfortable with the roles and attitudes implicit in these concerns. The experiential factor was at least as significant as any new syllabi or other such products.

The 1972 Summer Resource Laboratory (SRL)

The primary emphasis in the first six-week SRL was on the broader institutional needs, first with regard to the changing educational context and next with regard to the preparation for full-scale implementation of the six new core courses. Participants included 65 faculty and 25 students. This number included all faculty not previously committed for the summer. The students were specially selected for their potential contributions to different efforts in course development. As in all SRL's, both faculty and students received stipends for their six weeks of work.

During the first two weeks, participants met together and with consultants in a workshop format to discuss general topics central to the Project. Each topic was considered an issue pertinent to all the work of the SRL, in the redesign of each course and activity. On the topic of "Changing Tasks and Roles," the consultants were Lewis B. Mayhew, Harold L. Hodgkinson, and Billy Sharp. For "Use of Media Resources and Technology," Phillis Kent dealt with computing, Darrel J. Monson with instructional media in general, and Ward Weldon with modular designs for instruction. An additional consultant on "Nontraditional Study" was Warren Bryan Martin, and one on "Evaluation" was Kenneth Eble.

Following the Workshop, participants served in four Task Forces to apply the concepts discussed and other ideas. Each Task Force had both faculty and student members. The groups were (1) Communication/Inquiry, Communication/Leadership, and Individual Development; (2) Heritage of Western Man; (3) Policy Research; (4) and New Designs for Instruction. The first three worked on the core courses, including the preparation of syllabi. Much of the work of the fourth took place in sub-groups developing new models for departmental courses which incorporated individualized instruction, new approaches for large classes, modular designs, and vertical coordination of pre-professional study. To assist these groups and individual faculty members as well, a special library on educational topics and issues was available throughout the SRL.

The three College-staffed Resource Service Units provided consultations and demonstrations on request. *Educational Resources* set up media equipment in a convenient location to show its services, and it trained and assisted participants in producing a considerable amount of software for use in specific courses. *Interactive Computing* communicated the educational potential of the computer and equipped nearly one-third of the faculty with basic skills in the APL interactive language, including faculty-student leadership teams for Communication/Inquiry. *Development Research and Evaluation* monitored changing attitudes by administering various tests to the SRL participants, conducted training sessions to develop campus "lay leaders" for the Birkman Seminar[1], helped in devising validity and reliability studies for the Birkman, and helped individuals develop better evaluation procedures for courses and programs, including explorations in the use of performance objectives.

In 1972 the three core course Task Forces designed those courses in detail and produced these materials:

Communication/Inquiry 11. Handbook for Faculty and Student Leaders.
Individual Development 97. Statement of Guidelines and Procedures.
Heritage of Western Man 11 and 12. Syllabi.
Heritage of Western Man 21. Tentative Syllabus.
Policy Research 78. Guidelines and Handbook.

In addition, there was role training for mentors, Communication/Inquiry leaders, and Policy Research faculty members.

Achievements from the New Designs for Instruction Task Force included new designs directly affecting eighteen courses—ten in the Humanities, four in the Sciences, three in the Social Sciences, and one interdisciplinary course.

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[1] The Birkman Seminar is described later in this chapter.

The 1973 SRL

The SRL's focus shifted in 1973 from the core courses to departmental courses. The shift brought more attention to broad participation in planning the SRL. Within the general framework of the goals of the College, and of the Project, participants helped to define their own tasks and plans.

Planning for the 1973 SRL began with a series of communications in early 1973 from the Project Office to faculty and students. These solicited each person's ranking of fifteen institutional priorities and an indication of his or her own level of interest in each. Results led to the design of a two-dimensional framework for the 1973 SRL, organized around Learning Modes (how people learn) and Program Elements (specific needs of the Austin College curriculum). Interrelationships were obvious, for nearly all learning modes could be applied to each of the College programs, and in turn the programs provided a practical context for developing the learning modes. Thus, the normal pattern of assignment placed each faculty participant with one Learning Mode group and one Program Element group. Each was also responsible for planning individual goals. The definition of specific responsibilities was then negotiated, based on individual interests and emphasizing goal-setting and evaluation. Student applicants were selected by a process involving their statement of pertinent skills, interests, and faculty references.

There were 61 faculty and 39 students in the six-week 1973 SRL. Participants served in both Learning Mode groups and Program Element groups. Learning Mode groups included the Introduction and Use of Computers, Integration of Films and Related Media, Formulation of Program Objectives, Student-Paced Learning/Time Blocks and Calendars, Educational TV, Peer Teaching and the Social Science Laboratory, One-To-One Relationships including Mentorship, and Special Assignments. Program Element groups included New Designs in Departmental Curricula, Heritage of Western Man Courses, Policy Research, Communication/Inquiry-Communication/Leadership and Group Interaction, Planning Involvements for Non-Concentrators, and Vertical Articulation of Pre-Professional Education. There was also time for individual work, with Learning Mode involvement being especially applicable to the individual's departmental courses and other activities.

The weekly schedule allotted time for group work, individual work, optional Special Events of some two to four hours per week, and required General Sessions for exploration of special emphases with consultants. Each of the consultants met with one or more smaller groups and most were also featured in the General Sessions.

Robert McGlone, Executive Director of Training Enterprises/New Techniques, was a consultant on how people work together effectively in groups. R. Gene Geisler, a Professor of Political Science, dealt with the potential and importance of computing as a tool of learning and research. Advisory Panelist[1] Wayne Holtzman dealt with various issues in educational evaluation, including the uses of questionnaires and psychological tests in educational advising. Craig Eisendrath, one of the authors of *Out of Discontent: Visions of a Contemporary University*, discussed the uses of peer resources and strategies for institutional self-renewal. Advisory Panelist Edith Seashore dealt with issues of group dynamics and interpersonal skills, and Panelist Frederic Ness interacted with the Board of Trustees. Ron Averyt worked with faculty and students in revisions of the History program, and Albert Seay served as a consultant in a broad-scale redesign of the Music curriculum.

The three Resource Service Units continued their demonstration and support efforts. *Educational Resources* conducted film previews in preparation for an experimental film leasing arrangement for 1973-74, gave presentations on the classroom use of film, produced software for new and revised courses, and trained faculty and students in equipment operation skills. *Interactive Computing* worked closely with the Learning Mode group on the Introduction and Use of Computers, conducted a General Session on computer usage in the curriculum, and ran a 16-hour Workshop on interactive computing and the APL language with "hands-on" experience for faculty and students. *Development Research and Evaluation* provided consultations as requested, helped evaluate the SRL at its close, and assisted with several General Sessions, such as those dealing with the Birkman Seminar and the review of prior evaluations.

The 1974 SRL

In preparation for the 1974 SRL, there was a process of applications from faculty and students, negotiation based on these applications, and the involvement of those selected in the detailed planning of the SRL. For faculty, emphases on goal-setting and evaluation increased. Specific criteria for individual faculty projects were determined, and all faculty were invited to submit proposals in accordance with the criteria. A critical analysis of each proposal was made by the faculty member's Area Chairman, the Provost and Dean of the Faculty, the Project Director, and the Project Coordinator. Faculty selections and assignments were negotiated on the basis of this procedure. Nearly all who wanted to participate in the SRL were included, with some on a half-time basis.

Student selection was both by nomination and by open application.

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[1] The Advisory Panel is described later in this chapter.

Participants were chosen on the basis of planned involvement with a faculty member's individual proposal, willingness to train as a Peer Leader in APL computing activities, and special abilities such as graphics production or television or film experience.

After participants were designated, their suggestions concerning the structure of the 1974 SRL were sought. As defined in detail, the structure included general meetings, consultants, support services, and topical Workshops for specific issues and skill development. Some Workshops were organized around the functions of the three Resource Service Units, and others were specially designed to match needs and interests of the SRL participants. The Workshops ran independently of one another, varying in length, schedule, and number of people involved.

There were 50 faculty and 33 student participants. They attended a General Session each Monday morning for communication about the schedule and other common interests. Later in the SRL, the General Sessions were also used to report the individual efforts of SRL participants. In addition, each week there was at least one Open Session where all interacted together with consultants. The consultants also worked with individuals and small groups.

David H. Bayley, author of "The Emptiness of Curricular Reform" (*The Journal of Higher Education,* November, 1972), was a consultant on the need for changing tasks and roles in higher education. Panelist Edith Seashore dealt with the problems and processes of role change. Herbert Gross, Head of the Department of Didactics at the University of Bristol, conducted a workshop for the Modern Language department. Robert G. King, Professor of Communication Arts at Bronx Community College, was a consultant in the overall renovation of the curriculum in Communication Arts. Alan Platt, a legislative assistant to Senator Edmund Muskie, was a consultant to the Policy Research program. Robert J. Toft, then Dean of College IV of the Grand Valley State Colleges, discussed the theory and practice of the modular curriculum of his institution. On plans for the overall evaluation of the Project and the College programs, there were three consultants: W. T. Martin, then Head of the Division of Study and Research in Education of the Massachusetts Institute of Technology; Gordon W. Sweet, Executive Secretary of the Commission on Colleges of the Southern Association of Colleges and Schools; and Advisory Panelist Martha Peterson.

With this multi-resource arrangement, most participants worked in tasks they had chosen and planned, drawing on Workshops and individuals as needed. Once again there was located in a convenient browsing area, a special collection of literature on educational change, innovation, and reform.

Support by the three Resources Service Units was intensified during this SRL. *Educational Resources* provided drop-in and appointment consultation services, helped participants learn both use and production of media, and gave a series of Demonstration Presentations in Open Sessions to show the characteristics of various media and the advantages and disadvantages of each in different learning situations. *Interactive Computing* held training sessions for faculty and student Peer Leaders and also assisted SRL participants on any matter utilizing computer technology. *Development Research and Evaluation* helped participants with alternative evaluation methods and continued work in evaluation of courses and the Project as a whole, including revision of Birkman Seminar materials.

The 1975 SRL

Planning for the 1975 SRL built toward the conclusion of the Project on foundations laid in the previous years:

—Most faculty were by now keenly aware of many of the changing needs in higher education and of their own continuing need for renewal in a broader sense than merely updating their acquaintance with subject matter in their discipline.

—The IDEAS program was installed and had operated over a three-year period, and it was appropriate to take stock of its progress and any refinements needed.

—The practice of learning from each other so as to maximize the available modes of learning throughout the various educational programs and disciplines was widely accepted.

—There were useful examples of individual planning, evaluating, and reporting; and a general understanding of the need for creative leadership and accountability had been developed.

The 1975 SRL capitalized on these advances, integrating the evaluation and reporting of the Total Institutional Project with ongoing structures for institutional self-renewal. Highest priorities were given to institutional needs to fill gaps, to integrate the results of the efforts of three previous years, to prepare reports of the progress made during these years, and to project realistically the goals and methods for sustaining this progress beyond the period of special funding. Thus, many of the assignments of faculty during the 1975 SRL were determined much less by individual interest than by the needs of such evaluation and reporting. There were opportunities, however, for a number of faculty to identify needs and to propose activities that the administrative leadership might otherwise have overlooked.

Participants included 59 faculty and 39 students, many on a part-time or short-term basis (two or three weeks). Most of these faculty had previously submitted ideas and applications for participation in the 1975 SRL. Although the main emphasis was on taking stock of the progress already made as a basis for continuing the momentum of institutional self-renewal, there was a considerable variety of individual and small group activities focused on specially identified needs in program development.

A somewhat larger special effort involved preparation for a change in the facilities for interactive computing. Needs could no longer be met satisfactorily by the microwave connection with a regional computing center. (Austin College's on-campus computer, an IBM 1130, did not function in an interactive mode.) So, during the summer of 1975, the College acquired a new computing system, an Interdata 7/32 system, capable of handling both batch-processing with the use of the FORTRAN language and the interactive mode with the use of the BASIC language. Since the interactive language formerly available was APL, there was a need both for special attention to instruction in BASIC and for the development of new programs in BASIC to replace some of those created in APL. Much of the work of the Interactive Computing Service Unit was focused on these needs and included a specially scheduled Workshop to acquaint a selected group of student leaders and faculty with the new equipment and with the BASIC language.

Most of the efforts of faculty and student participants in the 1975 SRL, however, focused on the preparation of program development reports—analyzing, describing, and providing rationale for recent developments, and projecting future directions and needs in each part of the educational program. A sharing of feelings and airing of ideas in the College Workshop in May, 1975, had provided some new perspectives for the analysis of program development. Preparation of the program development reports was integrated with a procedure for installing a more effective system of program operation as a basis for continuing self-evaluation and institutional renewal. Proposed but not funded as part of the Total Institutional Project, this "Program Management System" received a grant from the W. K. Kellogg Foundation, effective August 1, 1975.

A different strategy for broadening perspectives, capitalizing again on the common interests of the whole institution, was a College-wide survey of instructional methods conducted by the Project Office and reported to participants in the first meeting of the 1975 SRL.

A part of the complex plan for evaluation was the study and interpretation of prior evaluation materials—including statistical data, results of questionnaires, interview reports, and program development reports—by groups of students, faculty, and administrators. After each group had made a separate study and interpretation, the three groups met with the Project staff for a lively and enlightening interchange of perspectives.

Consultants in the 1975 SRL included Phillip Hanson, a psychologist and management consultant, who directed sessions of department chairmen and other faculty serving as program directors to consider methods for combining leadership accountability with broad participation in program evaluation and development. Nelson Morris, a systems analyst experienced in computer-based systems of information and management both in industry and in education, provided consultation at various levels to develop an understanding of ways in which the new computer could facilitate storage, retrieval, and analysis of data for more responsible and effective program decisions. And consultant Susan Wittig provided information and demonstrations of computer-assisted instruction in basic writing skills (composition).

Although neither Grover Andrews of the Southern Association of Colleges and Schools nor George Hanson of the Kellogg Foundation was a consultant to the Project in a technical sense, each brought a special expertise and focus to a part of the summer's activity. Dr. Andrews helped to sharpen the focus of the Austin College non-traditional self-study, and Dr. Hanson probed the potential of the system for program renewal.

Broader Involvement: Special Roles for Three Groups

Throughout the Project the leadership used three groups in advisory ways, especially in planning and carrying out the SRL each year since 1972. The Program and Project Steering Committee was composed of the College executives and was the bridge between regular program operations and the special activities of the Project. Here ideas for the SRL were discussed and needs arising from regular operations were identified for attention in the SRL.

The Project Communications Advisory Committee met weekly during the SRL's and less frequently during the academic year to advise the Project leadership, particularly on communications to and from faculty and students. It was composed of informal leaders of the faculty, one from each Area (Humanities, Science, Social Science), and of selected student leaders.

The Advisory Panel served a continuing consultant role for the Project and was a channel of communication between the College and the funding agencies. The Panel concept was the means to extend experimentation to the role of consultant, as each panelist served in a continuing relationship with other consultants and with all involved in the Project: students, faculty, Project leadership, the institution, and the two major funding agencies. The Advisory Panel was a further test of the little used methodology of using consultants collectively over an extended period of time rather than using them only singly or for a limited time. The hypothesis was that with collective and extended consultant roles and relationships, with consultants interacting not only with campus constituencies but also with one another, the institution would gain more than if consultants had been involved only separately or in single visits to the campus.

Members of the Panel advised the Project leadership in all areas, were a sounding board for SRL plans, and individually were consultants for special emphases within the SRL, such as evaluation, interpersonal skills, or media.

The Formation of the Advisory Panel

The NSF first advanced the Advisory Panel concept, to be budgeted as a part of the evaluation component, during the latter stages of negotiation about the Total Institutional Project in the summer and fall of 1972. The agency proposed a Panel of individuals outside the College to observe and advise the Project and to provide a liaison with the NSF. During consideration of the proposal, Austin College suggested that the Panel also relate to the NEH and therefore be expanded. NSF agreed and NEH endorsed the concept.

Austin College assumed the responsibility for developing an initial list of nominees for the Panel. Individuals and groups on campus were consulted and asked for suggestions, and categories for nominees were established to insure coverage of major features of the Project, such as media, evaluation, and personal and group relationships. There was also a category for a representative of the sciences and one for the humanities. Many factors were considered, including breadth and quality of reputation, validated expertise in the appropriate feature of the Project, and the need for the several individuals—each a strong leader in his or her own area of distinction—to work together effectively in a group.

The full list of three nominees for each of ten positions on the Panel was submitted to Program Officers at the NEH and the NSF early in 1973 for their advice and clearance. Adjustments were made, and by early February there was a list of nominees and alternates approved by all—NSF, NEH, and Austin College. The College then extended invitations, and a nine-member Advisory Panel was formed by May when it began its work.

Members of the Advisory Panel included:

Dr. Horace Hartsell, Director
Instructional Development Services
University of Texas at Houston Dental Branch
Houston, Texas 77025

Dr. Harold L. Hodgkinson, Director
National Institute of Education
Washington, D. C. 20208

Dr. Wayne H. Holtzman, Director (Chairman)
Hogg Foundation for Mental Health
Austin, Texas 78712

Dr. John W. Macy (original Chairman, illness prevented continuing in that capacity)
Former President of the Council of Better Business Bureaus
1127 Langly Lane
McLean, Virginia 22101

Dr. Frederic W. Ness, President
Association of American Colleges
Washington, D. C. 20009

Dr. Martha E. Peterson, President
Beloit College
Beloit, Wisconsin 53511

Dr. Jack W. Powers, Vice President
Research Corporation
405 Lexington Avenue
New York, New York 10017

Mrs. Edith W. Seashore
Private Consultant - Psychologist
Washington, D. C. 20007

Dr. Joseph F. Wall
Parker Professor of History
Grinnell College
Grinnell, Iowa 50112

The Operation of the Advisory Panel and Review of Activities

As a group the Advisory Panel met on campus twice a year, usually for two-day visits. The Austin College Project Office made preparations and completed necessary staff work for the Panel, but the Panel had the latitude to help define and implement its own role. The agenda for each meeting was formulated ahead of time by the Project Staff in consultation with the Panel Chairman. Designated jointly by the two agencies and the College, the Chairman served as the contact for Panel operations between scheduled meetings. Substantial amounts of written materials were sent in advance to facilitate the effective use of time during Panel meetings.

Advisory Panel meetings included various activities: (1)

presentations by students, faculty, and staff in general session to provide information and understanding of developments at the College, both within the educational program and in other important areas; (2) involvements by Panel members individually in classroom visitations and small group conferences to observe and interact with students and faculty; (3) use as a sounding board, in a group and individually, for problems and ideas identified by the Project leadership, particularly plans for the yearly Summer Resource Laboratories (SRL's); (4) planning for evaluation of the Project, especially plans for in-depth interviews; and (5) participation in the Birkman Seminar and exploration of possibilities for its use with college students on a continuing basis.

In addition to the six group meetings, Panel members were involved individually for special purposes, especially when schedule conflicts prevented meeting with the entire Panel. These individual consulting roles included:

Horace Hartsell: Media usage and instructional design

Bud Hodgkinson: Evaluation, changing tasks and roles, symposium address to 125th Anniversary Commission titled "National Perspectives on Higher Education and the Liberal Arts"

Wayne Holtzman: Evaluation, guidance as Chairman

John Macy: College governance and Project reporting

Fred Ness: Interaction on campus with faculty and students in an SRL, and in a workshop with the Board of Trustees

Martha Peterson: Student participation in governance, changing roles of women on campus, evaluation

Jack Powers: Professional development of science faculty

Edith Seashore: Personal and group interactions, Program Management, evaluation

Joe Wall: Interdisciplinary cooperation and curricula

The Birkman-Mefferd Research Contract

A special emphasis of the Total Institutional Project was the Birkman-Mefferd Research Contract, funded separately by NSF. This contract provided for validation of the Birkman instrument and studies related to its adaptation for use with college students.

Austin College had experimented with the use of this instrument prior to the beginning of the Total Institutional Project. Until that time the Birkman Method and Seminar, a personality profile and procedure, had been used primarily with business management and had proved useful in personal adjustment and effective job assignment. Austin College had used it with administrative and faculty groups, student and faculty planning groups, and with students in pilot phases of new courses.

A personality tool such as the Birkman was seen as potentially beneficial for use with college freshmen. It was felt that this could be one of a variety of techniques used with entering students to improve self-understanding and interpersonal and group relationships. The problem was that much work was needed to make the Birkman suitable for use in academic settings. It needed to be drastically reduced, and its written materials and oral procedures needed to be adapted for use with college students of the 1970's. Thus, research on the Birkman Method and Seminar became part of the Austin College Total Institutional Project under the separate research contract.

Work during the Project included collection and processing of validation and reliability data, preparation of a technical report on the reliabilities and validities of the Birkman Method for use with college students, substantial revision of the Birkman interpretive manual and oral presentations to address them more directly to a collegiate audience, planning for development of a career guidance component separate from the personality analysis component, and training of Austin College faculty as "lay leaders" for the Seminar. In all these activities Austin College provided significant guidance and assistance, including help from the Project Office, Development Research and Evaluation Service Unit, and Advisory Panel. A separate report on the Project activities concerning the Birkman is being submitted to the funding agencies along with this report on all parts of the Project.

Additional Resources Stimulated by the Project

During the Project and as a result of it, Austin College received additional resources. These included an NEH Library Grant and an NSF grant for equipment for Psychology.

A few months after awarding the Development Grant, the NEH notified the College of its eligibility for a supplementary grant for Library materials. A proposal was prepared, submitted, approved, and funded according to the Gifts and Matching Grants guidelines. The matching portion of the grant was met with a donation from the Clark Foundation of Dallas. This grant represented a major undergirding of the whole effort in the Humanities Area and in the core courses. Many books, periodicals, and non-print resources on film and tape were obtained. Perhaps the most impressive addition was the Library of American Civilization, a usefully indexed ultra-fiche collection of thousands of out-of-print books and periodicals not formerly available in any one place, not even the finest research libraries.

In the Psychology program, a faculty member applied for and subsequently was awarded an instructional scientific equipment grant from NSF. The proposal was predicated in part on the new directions fostered by the Project. The addition of this equipment to the program allowed for more laboratory emphasis and more opportunities for student research from the introductory course level all the way through the advanced laboratory courses.

Interim Reporting on the Project

During the course of the Total Institutional Project, Austin College began reporting on its activities. This interim reporting included communications both to the funding agencies and to others in the broad field of higher education.

The College routinely sent to NEH and NSF materials describing the activities of the Project. Occasionally there were overall progress reports, such as "The Impact and Visibility of the National Endowment for the Humanities Development Grant to Austin College," submitted to NEH on February 13, 1974. Similarly, in April, 1974, the College submitted to NSF an abstract of the Project and a set of indexing statements indicating key features emerging from the Project. The abstract and indexing statements were requested by NSF to aid searches for information about educational innovation and change coming out of projects sponsored by the Foundation's College Science Improvement Program. There were also personal visits to NEH and NSF in Washington by Austin College personnel.

A major effort in interim reporting occurred November 17-19, 1974. At that time there was an on-site visitation by an NEH program specialist and two NEH consultants. The team did much observing, probing, and questioning on its own, including class visitations and interviews with students and faculty. Substantial amounts of material were prepared for this visit, and even more was sent to Washington after and as a result of the visit.

Another significant step in reporting took place in the spring, 1975. Then the Advisory Panel of the Project approved and submitted to the funding agencies an Interim Report of which the main body was a series of status reports on various parts of the Project. The status reports were prepared by the individual Panelists in connection with conferences and inquiries conducted during their previous meeting.

Summative Evaluation and Reporting

The needs for evaluation of the Total Institutional Project and reporting on it were recognized since the Project's conception, and therefore some evaluation procedures were in progress since the start of the Project. For example, prior to the first Summer Resource

Laboratory in 1972, efforts were made to gain a profile of attitudes and perceptions as of the beginning of the Project. This was done by having faculty and a significant number of students respond to two Educational Testing Service instruments, the Institutional Goals Inventory and the Institutional Functioning Inventory. Other monitoring occurred throughout the four-year Project through the efforts of the Development Research and Evaluation Service Unit.

In 1974, work in summative evaluation and reporting gained momentum. With substantial input from the Advisory Panel at its meeting in April of that year, an overall "working plan" was prepared to conduct the end-of-Project evaluation and reporting. Other input came from consultants for the 1974 Summer Resource Laboratory. By the fall, the plan had been submitted to NEH and NSF as the working basis on which evaluation and reporting would proceed through the end of the Project.

Several principles were followed in the evaluation and reporting of the Project. (1) Evaluation was viewed positively, as a helpful tool for ascertaining next steps in program development. It was to include self-examination, feedback, and assessment indicating both strengths and weaknesses, and thus be a supportive and learning process to help the College continually move toward its goals. (2) Because the Project was so centrally aimed at changing attitudes and motivations, the affective dimensions of the learning environment had to receive close attention. (3) There had to be broad-based participation by faculty and students, not only as sources of data, but also as organizers and interpreters of data. (4) Evaluation of the Birkman Method and Seminar was a separate activity because of special contractual arrangements. (5) Evaluation activities were planned to mesh with a non-traditional Self-Study for reaffirmation of accreditation by the Southern Association of Colleges and Schools which overlapped in time this latter phase of the Project. Austin College proposed and received approval for a Non-Traditional Self-Study partly because of the broad-scale evaluations of the Total Institutional Project. (6) A multi-faceted, action-oriented process, with different kinds of activities involving various groups and individuals, was necessary for more thorough and better balanced results.

Those principles were followed in the actual evaluation procedures. These procedures included the preparation of a general description of the Project; the collection of program reports and syllabi to show the impact of the Project on the curriculum; the reporting of institutional data to show the general characteristics of the College during the time of the Project; compilation of faculty participant abstracts to illustrate the work that occurred in the Summer Resource Laboratories; the preparation of a research report, involving routinely administered tests, such as the Institutional Goals Inventory and the Institutional Functioning Inventory; the reporting of the Birkman program including the Research Contract; the conducting of in-depth interviews by contracted outside professionals to learn more from faculty and students about the subtler aspects of change; the use of faculty, administrative, and student groups and the Advisory Panel to give their own interpretation to the evaluation of the Project; and the synthesis of much of the above in this summary report to give some overall interpretation and analysis.

Many documents and much material were generated by the evaluation procedures, and some are referred to in the later chapters of this report. These include the Institutional Functioning Inventory and the Institutional Goals Inventory, In-Depth Interview Report, and Constituency Group Interpretations (the response to Project materials by three groups—students on the Student Program Advisory Committee, faculty Review and Advisory Committee, and administrators on the Program and Project Steering Committee). Other materials are also used in trying to tell the story of the Project, including routinely prepared reports of faculty members and the Advisory Panel's Interim and Final Reports.

A final Project-related activity was an Invitational Conference on "Changing Tasks and Roles in Higher Education," March 25-27, 1976. Held at Austin College and co-sponsored by the Southern Regional Education Board, the Conference brought together a wide range of people involved in educational reform to deal with the fundamental issues indicated in the title of the Conference. The Austin College experience with the Total Institutional Project was used in a case study format as a springboard for discussion. The conference provided a means for Austin College to report its experience to the broader world of higher education, and also provided an opportunity for participants to consider next steps in their own situations. The Conference was an appropriate culmination of the four years of the Austin College Total Institutional Project and was a different way of communicating the impact of the Project indicated in the following chapters of this report.

"How do we . . . ?" — Process, Action, and Involvement

All the key issues in the Total Institutional Project were addressed as questions beginning "How do we . . . ?" *How do we* project the future needs of students? *How do we* assess the needs of individuals, of programs, of the College? *How do we* marshal the necessary resources, gain the personal commitments, install the programs and structures needed to meet this challenge? *How do we* conduct planning, operations, communication, and evaluation so that the process builds a momentum for on-going self-renewal of the College and its people?

These questions reflect several related assumptions. Like education itself, the renewal of educational institutions and programs is a process that calls for the active involvement and commitment of everyone concerned. Therefore, rather than in discrete (and possibly isolated) parts, it is best pursued on a total institutional basis, dispite the complexity of structure and operations that the total institutional basis entails. In fact, this involvement was broader than the institution—not only faculty, students, and administrators of the College, but also consultants and Advisory Panelists, along with program officers of the NEH and NSF were viewed as colleagues in this enterprise. It was assumed that everyone involved was making an investment in the Project and that it was just and reasonable to expect the commitment of individuals and their cooperation with each other on the grounds of their common interest in its success.

Thus the structure and style of the Project were designed to exemplify the educational processes necessary to the program it was helping to install. The process of working together in the Total Institutional Project was itself a significant and affective learning experience anticipating the greater sharing and participation in the new roles for faculty and students.

Chapter 2

Impact of the Project on Students

Statement and Amplification of the Goal Relating to Students

From its inception, the *IDEAS at Austin College* program was designed to be student-centered. Important considerations of knowledge goals, needs and orientations of the academic disciplines, and faculty and administrative preferences were to be related to the primary focus on the individual student: his background, abilities, motivation, needs, interests, goals, and potentials. While sustaining high standards for programs and seeking optimal outcomes for student achievement, the faculty recognized the critical importance of starting with each individual student where he is. It was concluded that internal rewards and self-motivation should be emphasized more than external rewards or teacher-initiated motivation.

The Project goal relating to students express this thrust:

> *To foster student role change toward greater self-direction and more independent learning, all within the motivating framework of meeting the needs and pursuing the educational goals of the individual.*[1]

Many concepts were involved in this broad goal, and some were stated as sub-goals that highlighted or brought out for emphasis important features of the broader goal. These included:

a. To activate students in the learning process through individualization, peer teaching, group activities, greater independent learning, and otherwise assumption of more responsibility for planning and carrying out educational tasks.

b. To cope with the loneliness of the freshman student, aiding the connection and transition to the academy, and doing this with respect for the individuality of the student.

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[1] This exact statement of the goal did not evolve until the last year of the Project, and such is the case also with the faculty and institutional goals expressed at the beginnings of Chapters 3 and 4. In each case, however, they express that which has been attempted throughout the Project, as indicated by use of excerpts of the Project proposal, written in 1971.

c. To combat feelings of depersonalization throughout the college experience and thereby increase the student's interest and motivation.

d. To expand advising to include various aspects of student growth and development and to integrate that expanded version more fundamentally into the educational process so that the student can better direct his/her course of progress.

e. To make the best traditions of liberal arts education more meaningful for the modern student by recognizing cognitive and affective aspects of learning and by adding emphasis on the use of the arts and sciences and teachings in many disciplines to meet the demands for effective and creative living in today's world.

f. To present general education in a context sensitive to values, heritage, and skills with a focus on responsible citizenship and with respect for the student's individuality.

The broad goal and sub-goals were originally expressed in terms of the anticipated outcomes of the Project, as shown by this excerpt from the proposal for the Project:

> The student will have a rich agenda of quality courses and experiences available to him—both on and off campus—with the necessary support to aid him in relating advantageously to them. He will have a more individualized program which he will design and adapt for his changing needs. Consequently, he will be more actively involved, have more responsibility and support for his education, and will be able to make earlier and wiser choices about his life in terms of vocational direction and style.
>
> He will gain insight and understanding about himself, his relationships to others, his cultural roots, and the complexities and special nature of his time in history. His confidence in himself and in others will grow as he integrates understanding with developed skills in many forms of communication and engages in intellectual inquiry in a variety of contexts.
>
> The student will learn to evaluate—himself, others, situations, opportunities—and thereby gain competency in understanding the importance of both processes and information; and he should learn better to cope with change in his life and in society as he anticipates and prepares for an uncertain future.

Together, the broad goal, sub-goals, and proposal excerpt indicate the impact the Project was to have on students. A variety of approaches were used to effect that impact.

Approaches Used to Reach the Goal

IDEAS at Austin College (Individual Development: Encounter with the Arts and Sciences)

The overall educational program that the Project was implementing, *IDEAS at Austin College,* was the curricular expression of the goal for students. Through its efforts to implement the IDEAS program, the Project sought to give vitality to the concept of education as a continuous process of intellectual and personal development, implicit in the first two words of the program's full title, Individual Development. And the rest of the title, Encounter with the Arts and Sciences, was also implicit in the Project. Growth for the student was to come through liberal education, based on the wholeness of life and the interrelatedness of knowledge, and characterized by the ability to write and think critically, a sense of history with an openness to the future, intellectual vigor and discipline, and familiarity with a variety of fields of knowledge.

The Interdisciplinary Core Courses of the IDEAS Program

Basic to the Project's student goal and to the IDEAS program is the set of six core courses. Together, they form a nucleus expressive both of the Project and of a solid liberal education, dealing with ideas, inquiry, serious personal involvement, exposure to one's cultural heritage, and consideration of values.

The core is consciously designed to make sense as a whole and to have continuity throughout the six courses. The beginning courses stress basic tools for life-long learning, such as critical reading, writing, discussion, and analysis, and the later core courses help the student sharpen these tools through use. The core also stimulates by being modern, trying to help prepare the student for the future by emphasizing processes, such as problem-solving and group work, and inter-disciplinary approaches. And finally, each core course has its special place, with one course building on the previous one and preparing the student for later ones.

Another crucial concern recognized in the core has been surfacing for several years at Austin College, as at many other liberal arts colleges—the growing concern about the overall structure and impact of the student's first year on campus. It was apparent that the first year represented a critical transition for the new student. Consequently, a committee on the Freshman Year was created early in 1971. After three months of review, evaluation, and discussion, several problems at Austin College had been identified by this committee. Subsequent study led to inclusion in the OPENS[1] planning document (May, 1971) of the following analysis of the needs of entering freshmen:

> All indications are that freshman classes of the future will show increasing heterogeneity in background, levels of achievement, motivation, and interest. Nonetheless, most first year students will probably continue to share certain basic needs, including needs for:
>
> a. Assistance toward transition from high school environment to college environment, community living, social experiences, recreational opportunities, etc.
>
> b. Aid in developing one's identity—a personal value system and personal goals in education and vocation.
>
> c. An exposure to a number of different disciplines and the methodologies peculiar to each.
>
> d. An exposure to several different types of "study-learn" situations, including perhaps seminars, lab work, lectures, use of computers, etc.
>
> e. Development and understanding of communications skills—written and oral.
>
> f. A foundation in Western cultural heritage.
>
> g. Active discussion of academic and intellectual issues.
>
> h. An exposure to independent learning and preparation for learning as a self-imposed goal.
>
> i. An understanding of (and a desire for) a liberal arts education.
>
> j. Assistance in educational planning.
>
> k. Individualized counseling.
>
> Because of the greater diversity, the intensity of these needs will vary considerably, increasing the importance of a freshman program which provides for a personalized, individual approach to advising, counseling, and learning. For all, however, the program should be reasonably manageable in terms of number of hours of class and individual commitments.

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[1] OPENS, Operation Planning Educational Next Steps, was a two-year study and planning process involving all parts of the college community. It resulted in the legislation of the *IDEAS at Austin College* program in 1971.

> The overall picture which emerges is a freshman year characterized by *foundation and exposure* within the framework of flexibility and individualization. The sophomore and junior years would focus on concentration and exploration, with the senior year emphasis being summation and integration.

In response to these needs, the IDEAS core provides a special freshman year emphasis through four of the core courses. An integrated group of courses and programs, these give the freshman a different transitional experience and a flexible context in which to assess and meet individual needs during the first year on campus. The core courses are Individual Development, Communication/Inquiry, Heritage of Western Man (3 courses), and Policy Research.

Development of the new program also resulted in a serious look at restructuring the weekly and yearly calendar and the length of terms. This development was described in the OPENS planning document as follows:

> It was only after much of the new program design had been substantially completed that the question of calendar arose as a matter of decisive importance. After reviewing the situation it was concluded that the current calendar would not provide the ideal framework for the operation of the newly designed program. The proposed calendar appears to bind together all of the program elements into a cohesive whole. In short, concern for people dictated the design of the new program, and concern for the optimum operation of the program motivated the search for a better calendar, one which would provide a suitable framework for the functions and approaches involved.

The resulting calendar revision was described in the Project proposal as follows:

> The framework for the program is a combination of calendar innovations which will foster a considerable degree of course restructuring. The first calendar revision divides the fall term into two seven-week sessions during which each student will take two courses at a time. The result is a yearly calendar of 7-7-4-14 weeks, which may be expressed in terms of student course load as 2-2-1-4. Equally important is a change in the daily class schedule which will utilize much longer class periods (two to three hours). This will encourage movement away from the lecture method toward greater use of group participation and individualized teaching techniques.

In terms of the core, the new calendars are especially relevant for the freshman. The relevance goes beyond providing a variety of learning experiences, in part to allow for individual differences in students. The additional hope is that the calendar will be a factor in the student's motivation and setting a style of serious study early in the college career. The theory is that with beginning courses of seven weeks' length, the student will have to confront the requirements of college study earlier in his career and thus realize sooner what college is all about. This kind of early understanding on the part of the student can open a new era in educational effectiveness.

a. Individual Development

The Individual Development (I.D.) Program, a comprehensive but personal planning and advising approach carried out by each student with his faculty mentor, is central to the IDEAS program. It is a key in working with attitudes and roles, for through it the student not only deals with his development in various aspects, including those usually found outside the classroom, but also examines his needs and goals and designs his educational program in light of these. That individualized program, in turn, is a positive motivating factor in "turning the student on" to the college experience.

Moreover, the personal relationship between student and mentor is also important. The student is involved with a faculty member whose focus of concern is the student's growth in self-appreciation, self-motivation, and self-direction. The support of the mentor is another positive factor in the student's moving toward a responsible, active, and constructive role in the educational process.

Mentor and student begin by jointly assessing the student's current level of development, not just in the intellectual realm, but in other equally important areas—the vocational, aesthetic, religious/philosophical, social/societal, and physical areas. With this assessment the student and mentor plan the steps needed to reach personal goals and the educational standards of the College. Such assessment and planning, including the preparation and regular updating of a total educational plan, continue throughout the student's college years. The student receives one course credit at the end of the senior year for having been actively involved each year in such planning and for having participated in various activities to achieve growth in the different areas of development.

Personal interaction and mutual respect are significant parts of the Individual Development Program. And the role of the mentor in holding up the standards of liberal education to the student provides a service that too often is missing for liberal arts students.

Considerable thought was given to the issue of evaluating the student's depth of serious participation in planning educational goals over a four to five year period. Eventually it evolved into the current system in which mentors ask students to give evidence of thoughtful participation in all areas of personal development. Students are thus moving to a more active role in the advising system.

With I.D., the College is forcing a long overdue issue, student responsibility for educational and life planning. Students are suddenly finding that a simple fulfillment of requirements is no longer sufficient. Rather, an in-depth analysis of the "whys" and "for whats" of each proposed course is becoming general practice. Faculty are becoming accustomed to raising issues which previously were usually ignored. In addition, the affective dimension of education is now regularly dealt with and the College is emphasizing the importance of the whole person.

Both mentors and students need special resources for their expanded roles. Two documents are proving to be of particular value: the *Curriculum Handbook*, supplementing the Bulletin, and *Everything You Always Wanted to Know about I.D. But Were Afraid to Ask*, the I.D. handbook for students. Revised annually, both documents are available to mentors and students.

Administratively, the Educational Advising Center serves as the coordination point for the I.D. program and as a type of ombudsman station for students and increasingly for faculty. As such it supplements the role of the College's Counseling Center, which focuses more directly on psychological counseling. The Educational Advising Center maintains files including a central "portfolio" on each student. The portfolio contains all academic performance information on the student as well as I.D. critiques and letters of commendation or discipline. Each student may review his portfolio and place statements in it also.

The so-called "soft data" on each student is expanding rapidly, and the faculty has access to interpretations by the Educational Advising Center that point out certain problems and solutions in reference to individual students: a reading problem, social clumsiness, low self-esteem, undetermined goals, poor study habits, or family difficulty. Now the faculty can know some of the "whys" of student behavior and not just make ungrounded assumptions about observed behaviors. At the same time, there are safeguards against unwarranted inferences and amateur psychoanalyzing. The soft data can be invaluable in times of crisis, or just in the event that more information is needed to get to know a student.

The routine operation of the Educational Advising Center has grown from the Coordinator's seeing perhaps four students per day to the present maximum of thirty a day. As the doors of communication open wider between faculty and students, some of the buried issues of interpersonal relations are beginning to surface. The Coordinator of the Educational Advising Center serves as facilitator and mediator in such issues.

From its beginning, the I.D. program has centered on individualization and self-development, but the inherent danger of encouraging dependency relationships has also been recognized. Further, some students could be expected to react negatively to the high one-to-one involvement insisted upon by the I.D. program. However, after three years of development of the I.D. program, these problems have been largely averted. While some faculty have been ineffective in the role of mentor, not serving as a guide, most faculty members have adapted very well to this new role.

There has been faculty concern about the increase in workload caused by this expanded approach to advising, but generally mentors have acknowledged that the investment has been worth the effort in view of the significant improvement in the quality and impact of advising. Faculty members and students have grown to see that the selection of courses is just one aspect in the comprehensive planning approach needed for broad personal growth and development.

The early guidelines of the I.D. program indicated that the student would typically relate to the same mentor during the student's entire college career. A method for mentor change was available, but less than 15% of students ever changed mentors, even though the mentor was not required to be in the discipline in which the student was planning to concentrate.

After three years of experience, some adjustments seemed appropriate. The Project's Advisory Panel recommended that the student, as well as the mentor, submit written reports to the Educational Advising Office to improve the student's abilities of analysis and self-evaluation. And in the In-Depth Interviews, students cited the need for advising by a faculty member in their own fields of concentration. The Panel also noted concern about faculty load, as 18-25 students are not uncommon for one's I.D. load.

Thus, in early October, 1975, it was proposed that three categories of mentors be created: (1) freshman level, (2) upper level, and (3) transfer student level. After approximately their first year and one-half on campus, most students, under this proposal, would change to a different mentor, a faculty member in the area of the student's concentration. The proposal assumes that the planning and involvement of each student will still include all of the areas of personal development as well as the professional and educational areas.

After the student's first year on campus, the style of reporting shifts from being faculty-originated to student-originated. This shift should help to reduce any tendency toward dependency relationships, a concern expressed by some. Under the new guidelines, the student writes the summary of participation in planning, and the mentor critiques that plan and offers suggestions. These changes are intended to alleviate the main problems identified by faculty and students.

During the life of the Project, the Individual Development Program with its heavy involvement of faculty has cost more than a traditional advising program and demanded much from both faculty and students. But overall, it has been well received. The In-Depth Interviews showed high acceptance of I.D. by both faculty and students. The mentor system was rated as "most beneficial" or as "working well" by both faculty and students in the interview sample. This finding was supported by a less formal procedure by the NEH visitation team in the fall, 1974. The Advisory Panel made the following observation in their Interim Report:

> The faculty seem to do a lot of communicating about students (which may seem like unnecessary surveillance to some) but few students leave because of it, and it would be very hard for an Austin College student to "fall between the cracks."

In a period of general depersonalization and dehumanization in modern society, Individual Development shows promise as a critically important program for the development of liberally educated, responsible persons.

b. Communication/Inquiry

Student and mentor work off a base of understanding greater than usual because their relationship begins in a course, Communication/Inquiry (C/I), one of two courses the entering student takes during the first seven-week session. C/I has three main areas of concern: (1) developing the individual freshman's awareness of his own values and personal identity, (2) developing his acquaintance with the various modes and principles of intellectual inquiry that characterize his new academic community, and (3) developing his skills in communication—including reading and writing, but also oral and non-verbal modes of communication. To provide a common ground of value orientation, inquiry, and communication for each separate group of 18-20 freshmen, each section has a topical focus on one or more contemporary social issues. With different sections structured around different social issues, the student's choice of a topical focus (as explained below) serves as a motivational device. A further purpose of the course is to provide the traditional orientation function for the new student.

Motivation is considered fundamentally important. As the framers of the course stated in 1971, C/I would be a key first course to

> aid the entering college student in understanding himself, others, his relationships with others, and the methods and styles of intellectual inquiry and communication. This increased understanding can help the student channel his energies in

> such a way that he can use his college years in the manner which will be most beneficial for his own individual life. (Report of Task Force on "Freshman Session" and "Freshman Colloquium.")

In other words, the theory is that by dealing in C/I with some personal issues which college students face, the students will have clearer direction and thus be enabled and motivated to become seriously involved in educational activities. Like I.D., C/I blends affective and cognitive aspects of learning with the hope that more active, self-directed students and student roles will emerge.

Each section of Communication/Inquiry includes approximately 20 freshmen plus a leadership team composed of a faculty mentor and one or two student leaders. The effectiveness of the program calls for team leadership in which decisions and responsibilities are shared by the faculty and student leaders.

The mentor, however, is the official instructor for both the freshmen and the student leaders, who earn one course credit for a related Communication/Leadership course. These student leaders are expected to participate in certain learning and coordinating activities during the preceding Spring Term, during the week before school opens, and during the first session of the Fall Term. The Communication/Leadership course thus focuses primarily on the information, training, and coordination needed to help the student leaders carry out their responsibilities in Communication/Inquiry and in comparable leadership roles thereafter.

Elements combined in C/I include the introduction of all freshmen to interactive computing, other modes of inquiry, various media of communication, and a variety of psychological tools for self-awareness and facilitation of free interaction. In response to varied interests of students and faculty, the various sections of the course deal with different issues and utilize different strategies. In each section the faculty and student leadership team identifies the topical emphasis for that particular section. The interests of incoming freshmen are polled so that each can be placed in an appropriate section. The several sections also differ in strategies used to reach the goals, which center around the three emphases of C/I and are common to all sections.

Some of the activities in Communication/Inquiry are more closely related to personality development than to academic knowledge or skill. Assessment inventories and "sharing" activities, such as values clarification exercises, are chosen with care after obtaining professional advice. Leaders are advised to consult with the College's Counseling Center before undertaking psychological group exercises needing special expertise.

One feature has been the participation by faculty, student leaders, and students in the Birkman Seminar, a personality inventory. Many faculty leaders have served as lay leaders of the Birkman Seminars for freshmen. The goals of this psychological instrument and analysis are to help students (a) recognize their behavior patterns individually, (b) understand the variety of such patterns among others, and (c) practice relating to others on the basis of a mutual and non-evaluative acceptance of personality differences.

For three years the Birkman Seminar was used by all Communication/Inquiry groups. Special studies were conducted to establish the validity and reliability of the Birkman psychological profile instrument in use with college students. Efforts were made to adapt the instrument with its procedures, originally designed for older groups within business and industry, to make them more suitable for use with college students. During the fourth year the Birkman was used in a variety of ways in 13 of the 19 sections of Communication/Inquiry. Other instruments and approaches for self-understanding were used in the six other groups. Although the interpretive materials for use in the Birkman program had been adapted so that they were much more acceptable to faculty, students, and the Advisory Panel (as noted in its Interim Report), neither the questionnaires nor the print-out materials were yet affected appreciably by the research involving the experimental use at Austin College. Program evaluations and the In-Depth Interview Report showed that neither faculty nor students on the whole found this part of the C/I program to be very satisfactory in the context of that course. On the basis of what was learned through this experiment there are grounds for expecting greater success in other contexts. A more detailed account of the procedures and results of studies and experiments related to the Birkman program and the Birkman-Mefferd Research Contract is in a separate report to the funding agencies.

With regard to the introduction to the use of computers, leadership teams are encouraged to develop their course plans to integrate computer use with other learning experiences. The staff of the Computer Center helps with such plans. The major emphasis in computing within the C/I course has been on using interactive terminals, first with the APL language and now with the BASIC language.

A dominant pattern of the course, dictated in part by the variety of faculty participating in it, is allowance for as much diversity as possible in the strategies of the course, consistent with the stated general goals and operational policies. Several parts of the program that were at first handled by common scheduling for all groups have been converted to alternate forms for separate handling and scheduling by individual groups. For example, a large group approach to the initial phase of computer introduction, using live closed-circuit television, was changed to an approach using a series of video tapes with small groups. Subsequently, this approach was modified to depend more on specially coached peer-teachers working with individual groups. These modifications have been accompanied by a gradual improvement of the generally low rating students have given to the introduction of computing.

This emphasis on diversity resulted in the reduction of preempted time for meetings of all groups together from eighteen hours in 1972 or two hours in 1974. Another result has been that some C/I sections have been much more highly structured than others.

Formal student evaluations undertaken systematically each year show that students are clearly supportive of the general concept and approach of Communication/Inquiry. The overall rating of the course, to an unusual degree in comparison with other courses, appears to be strongly influenced by faculty charisma and flexibility. Some students, like many faculty, are dissatisfied with the diversity of strategy from section to section. Student opinion of the course is generally quite positive, particularly in relation to its affective dimensions which seem to be less appealing to many faculty.

Among the elements of the course viewed most positively by students, nothing rates higher than the availability and supportive concern of the faculty and student leadership. Of course, there are exceptions to this general endorsement, and some faculty and student leaders are rated much higher than others in this regard. Some faculty who work effectively and sensitively with students individually and in courses in the faculty members' fields seem much less effective in a Communication/Inquiry course. Communication/Inquiry leadership appears not to be a suitable role for all faculty. However, an alternative conclusion is also possible—that faculty success in Communication/Inquiry depends more on training and attitude than on talent.

As more and more faculty have been brought into the program, some participating with a degree of reluctance and uneasiness, there has been an increasing tendency for the course content to be split into two parts: (1) an affective, developmental, and orientation part and (2) a cognitive part centered in the topical issue. Such splitting has created a number of problems. A frequent problem may be expressed in a purely hypothetical example: a geologist using a topic in geology for his group would resent the time spent in affective learning, seeing this as an issue separate from the cognitive learning in geology. As a result, he would develop doubts about the "academic respectability" of his Communication Inquiry course.

Thus, the C/I course has had some problems of morale and image, with some faculty and students expressing concern about the inconsistency in academic quality among the various sections, and others about a neglect of the affective dimensions. This problem was cited both in the In-Depth Interviews and in the report of the Student Program Advisory Committee. During the time of the Project the course was asked to fill many needs. Apparently in some sections the academic needs were not met adequately, while others fell short of some of the other goals of the program.

Even with such problems, the basic concept of the Communication/Inquiry course seems to be generally well accepted. There are several questions still to be resolved concerning the experimental elements contained in the course, its staffing and scheduling, and its relationships with other parts of the freshman year experience at Austin College. Still, overall the course seems to be functioning adequately and holds potential for making a difference in the student's role in education, though that potential has not yet been reached in all instances.

c. Heritage of Western Man

Immediately following C/I, the student begins the Heritage of Western Man (HWM) sequence by taking the first course during the second seven-week session of the fall term. The theory is that after first examining a contemporary issue, the student would now be interested in learning the roots of that problem and others and thus be ready for a course that delves into the past. Moreover, the first HWM course continues the C/I emphasis on value considerations, inquiry, and communication skills.

In content, the sequence is far more than a traditional set of courses in Western civilization. Rather, it is a key part of the liberal education designed to involve the student in self-direction, for it provides the foundation needed for one's understanding of his current intellectual position. With that understanding, the student will be in a better position to go about education aggressively and most meaningfully.

The Task Force which designed the HWM sequence described this emphasis:

> In his (entering college student) initial year on a campus he is often confronted with the quest for meaning, as independence of self becomes a much greater reality for him. Thus he is ready to relate himself to similar quests in the past and to develop a common universe of discourse with his fellow students. This endeavor reflects the concern of a Christian liberal arts college to liberate its members for the freedom and responsibility of authentic selfhood . . .
>
> The student should gain an awareness of the dimensions of

western cultural development, new skills of critical thought and expression, and a better understanding of the relationship between his own values and those of his heritage. This cultural heritage sequence is offered to him as a starting place from which he can continue his studies in greater depth and in new directions.

To accomplish this goal, the HWM sequence explores questions about the meaning and purpose of human existence through an interdisciplinary study of the development of Western culture. Throughout the sequence students are encouraged to grapple critically with questions such as: Is it valid to assume that Americans are deeply influenced by the Western heritage? What human issues permeate the development of Western culture? Why are my values what they are?

The courses themselves present the questions above in such a way that each separate era studied demonstrates a different aspect of societal growth and interdependence. For that reason each course is structured differently, although the sequence as a whole observes the overall "time limit" of Western man's experience.

The course structure of the Heritage of Western Man sequence provides increased flexibility within a required sequence and maximum student participation. Three different types of course involvements are utilized.

Large group presentations. The student attends sessions held for the entire group of each course once or twice a week. Economy of course effort justifies staff presentations in the form of lectures, dialogues, panels, etc. The capability of the Ida Green Communication Center has brought increased use of films and other media.

Inquiry sessions. Once or twice a week each student attends a one-hour Inquiry session to further the basic experience emphasized in the course, viz., the examination of primary sources and oral and written expression. Each faculty member in an HWM course typically serves as the leader for two separate Inquiry groups of 20-23 students each. In the groups the emphasis is on common inquiry, in which students and staff share reactions to presentations, assigned readings, and papers. The faculty leader is not expected to be the "expert" in all fields but serves to facilitate the exchange of ideas and to increase the level of common understanding during the Inquiry session.

The Workshop or mini-course. In the HWM 21 course ad hoc interest group workshops are formed by individual staff members. Some of these workshops pursue critical themes or interpretations of a topic introduced earlier in the course. Other groups often invite outside professors to meet more specialized group interests for two-week periods.

HWM 11, Perspectives on Cultural Roots

Taken by freshmen in the second seven-week session of the fall term, this course deals with man's continuing quest for meaning through an examination of the four fundamental cultures out of which Western values arose: Greek, Hebrew, Roman, and Early Christian. Related contemporary issues and values associated with antiquity are also included.

The predecessor to HWM 11 was less concerned with demonstrating the dependence of contemporary Western culture on its historical roots. Moreover, there was heavy reliance on the large group lecture which was less effective in involving students actively in intensive engagement with primary source material from the past.

In contrast, HWM 11 was designed to emphasize the relevance of studying the past to one's understanding of the present. It was decided not to try to study the cultures of antiquity "on their own terms" but rather to choose aspects of those ancient cultures which have dramatically influenced our own culture. From this premise was devised what was thought to be a functional approach to the use of sources from Graeco-Roman and Hebrew-Christian sources: the method of juxtaposition. The entire course, as originally designed, juxtaposed documents from antiquity with parallel documents from the present era in order to show the influence of the past on the present. Sections from Plato's *Republic*, for example, were in juxtaposition with B. F. Skinner's *Walden Two* to show the continuing influence of Plato's concept of an intentional community carefully planned and structured in order to achieve the best human ends.

At the same time, the emphasis was changed from lecture orientation to a course centered around the discussion groups called Inquiries. More than half of the course was designed to take place in those discussion groups. Meetings of the entire course continued to be held, but these meetings manifested a somewhat different purpose from previous lectures. No longer was their purpose almost exclusively cognitive. They were to be "affective" in character, or at least an attempt was made to shift the emphasis in that direction without eliminating substantive materials. Greater use was made of dramatic films, educational films, and filmstrips. Many presentations were supplemented by the use of various media.

A major conceptual change in HWM 11 occurred in the course for fall, 1973. At that time the one-to-one juxtaposition of ancient and contemporary documents was abandoned. One reason for this was that students generally did not see how the sources from antiquity had influenced the contemporary sources, so that the purpose of using contemporary documents was not achieved. Moreover, a number of the juxtapositions seemed artificial and contrived, and members of the teaching staff felt that students needed a fuller picture of the cultures of antiquity than allowed by the use of so many contemporary sources. Thus beginning in the fall, 1973, the ancient sources were used without the pattern of contemporary parallels. Primary sources from the twentieth century came only at the beginning and end of the course in order to show the general impact of the past upon the present.

At the same time the step-by-step study guide format for the syllabus was replaced by introductions to each Presentation and Inquiry in essay form. The earlier form of the syllabus had been too mechanical and had sometimes given students the impression that they were being told how to think rather than encouraged toward intellectual independence. An essay format appeared to be more readable and enjoyable.

In the new design of the course there was also a shift away from the affective emphasis in presentations. The course continued to use dramatic film presentations and other forms of media, but increasingly the lectures were cognitive in emphasis, employing media only when these contributed directly to the purposes of the lecture.

While some faculty have expressed the opinion that HWM 11 has been inferior academically to its predecessor, there has been near unanimity that the course offered since 1972 has been more effective with most students. The feeling is that the emphasis on the Inquiry group and the orientation toward personal values have given HWM 11 a place in the student's mind that the former interdisciplinary course did not enjoy.

HWM 12, Dynamics of Cultural Development

The second course in the sequence, taken by freshmen in the fourteen-week spring term, emphasizes those movements of mind, sensibilities, and institutions associated with the Renaissance (c. 1450-1550) and the Enlightenment (c. 1700-1800). Concentration on these two periods, however, is augmented by reference to earlier and later periods in an effort to demonstrate the tensions of changing world views and the interactions of various parts of a culture. In comparison to its predecessor, HWM 12 heightens integration of material by seeking the cultural heritage of the modern West rather than the events and processes of history per se, and the students are given a heavier burden in synthesizing the diverse elements in each of the two cultural periods.

The new HWM 12 course is more sophisticated and more challenging than its predecessor. Students encounter such cultural elements as art, music, literature, philosophy, theology, politics, government, economics, religion, popular thought, and social customs. The course is also less clearly structured along historical lines. Although the syllabus provides some structure for these elements, students are challenged to develop fresh ways of viewing the primary materials. The Inquiry sessions are open-ended examinations of primary documents.

Perhaps the most significant special resources for HWM 12 have been audio-visual materials. The feature film *A Man for All Seasons* has been used regularly, as have several parts of the Kenneth Clark film series *Civilisation* and other historical and biographical films, with some selections varying from year to year. Most other presentations have been augmented with slides, transparencies, audiotapes, and the like; and special arrangements have made possible the regular use of a videotape of a segment from Alistaire Cooke's *America*.

Evaluation has indicated changes to be made each year. Results of the early versions of the course were disappointing in terms of student interest in the course or student perception of the course's effectiveness. It should be noted that the staff involved the first year thought the course had been effective. One significant change between the 1974 and 1975 versions of the course was the replacement of the course final exam. Substituted as the major instruments for evaluation of student performance were synthesizing essays. Another change was the use of faculty panels to help in synthesizing material.

In 1974 and 1975 an evaluation form was developed and included as a part of the HWM Syllabus. The following factors were clear from the questionnaire results: (1) negative attitudes and student apathy toward the course were increasing; (2) many students, fully 25% of those who responded to the open-ended sessions of the questionnaire, felt that the course's being held at eight o'clock in the morning affected their participation in the course adversely; (3) about equal numbers of students felt the course reading material was too much, too difficult, or too dull; (4) many students experienced frustration at having to integrate and synthesize much of the primary materials themselves, and they reacted negatively to that frustration; (5) student response to the increased use of media was evenly divided; and (6) by a ratio of more than three to one, students perceived the Inquiry sessions as very successful.

The staff was both excited and frustrated. They were excited by the content and methods of the course, with most faculty saying they functioned on a more informal level in the Inquiry sessions than they did in a regular classroom situation. They were frustrated, however, by many students' failure to confront adequately the primary materials in the course. Some faculty were disturbed by the poor attendance at presentations, especially the Clark films.

The faculty in the course have concluded that HWM 12 probably has been presented in somewhat too sophisticated a manner for most Austin College freshmen. Efforts have been made to streamline the course. Two inquiry topics were deleted, involving the reading assignments considered most difficult by students. Presentations involving Clark's films are more selective. Most of the films are used with current lecture materials so that the number of presentations in the course is further reduced. Even greater emphasis is placed on faculty panel presentations that help synthesize materials, and there has been a return to the use of mid-term and final exams. A more regular weekly pattern of meetings was devised, and, perhaps most important of all, the time of meeting was changed to later in the day.

In terms of the student, HWM 12 required much of an individual only in his second semester of college. At the same time, faculty were trying new approaches, encountering some frustration, and possibly reinforcing negative student attitudes. The relative popularity of the Inquiry sessions, however, was a good indication.

HWM 21, Alternatives for Cultural Change

This third course in the sequence, typically taken in the spring term of the sophomore year, develops critical perspectives concerning alternatives for thought and action open to Western man in the nineteenth and twentieth centuries. The course also includes an opportunity for the student to explore some issues and alternatives of particular interest to him through self-selected mini-courses involving students with a variety of faculty both within and outside the HWM 21 staff. Unlike the case with HWM 11 and HWM 12, students are allowed to substitute certain other courses in non-Western cultures in place of HWM 21.

HWM 21 presupposes that understanding the twentieth century requires an understanding of cultural roots in the nineteenth century. However, the readings and presentations are not chosen on the basis of studying nineteenth and twentieth century ideas for their own sake, for some of those ideas have foundered. Rather, choices are made on a twofold level: (a) philosophically, according to whether or not a selection represented an idea of continuing interest and presented a strategy for future choices, and within that constraint, (b) for a wide variety of practical reasons. The changes in selections over the years, although numerous, have not represented a substantial change in course approach.

Several changes have occurred which were not content changes but rather represented changes in teaching methods. Lectures were replaced with films or multi-media presentations, primary readings were augmented with secondary readings, teachers were recruited from all departments to teach "mini-courses" within the main course. Indeed, the creative and imaginative use of teaching methods has been one of HWM 21's strong points, for effective use has been made of films and film strips, simulation games, lectures, discussions, role playing, multi-faculty, multi-media, and television, all designed to increase students' individual responsibility and allow choices whenever possible.

There have been numerous alterations to the syllabus which amount to little more than technical adjustments, but most changes have occurred on the basis of student evaluation. For example, many students thought that too much reading was required for HWM 21, and subsequently the amount was significantly reduced. More films and media presentations have been included, replacing some poorly regarded large audience lectures. Other lectures have been redesigned.

Additional changes were more basic and less visible. For example, the objective of maximizing student responsibility promoted the use of role playing and discussion groups in the course. However, that objective pre-supposed that students were not only self-motivated and self-disciplined, but also that they were capable of reading the material with some degree of sophistication. For all but a handful of students, these presuppositions were probably false. Naturally then, students tend to view the program as overly difficult (HWM 21 particularly difficult because the testing methods were more stringent than in the other core courses), and stifling because it required mastery of a complexity of ideas. As a result, not only was the amount of preparation reduced, but also the selections were edited on the basis of difficulty rather than importance, tests and test procedures were altered, and the role of the instructor in Inquiry groups had a tendency to become more of the traditional lecturer rather than a director of student dialogue.

Attitudinal changes have also evolved on the basis of self-fulfilling hypothesis. Low student evaluations in HWM seemed to signal lower enrollments in other courses taught by the same instructors, and hence faculty were doubly reluctant to teach in the program. This reluctance—whether justified or not—coupled with unavoidable limitations in faculty competence, led to a poor attitude among a few instructors which was communicated to students and in turn produced low student ratings. Faculty who became permanently discontented with the course have not remained in it long.

Students have also objected to the tests in HWM 21 for a variety of reasons, some stemming from the fact that students had, in the past, become accustomed to writing papers in lieu of taking tests in core courses. Consequently, objections have arisen concerning the amount of preparation required for tests and the adequacy of tests.

Generally speaking, the faculty who have taught HWM 21 have considered it to be a successful course, with many thinking it an excellent course. Several faculty members have stated that the HWM 21 program in many ways provides the essence of a liberal arts education.

Overall, the degree of favor toward HWM 21 by students has been difficult to assess. One result, though, shows that 78% of all students thought that HWM 21 had helped make them more aware of their own values and more aware of contemporary societal values and problems to a significant or very significant degree—this despite the attitudinal problems involved.

And also despite the complaints, student evaluation has shown the HWM 21 enjoys a more favorable attitude among students than other Heritage courses. Several reasons are possible for this rating. First, students have now reached a higher level of maturity and understanding which enables them to see the relevance of HWM 11 and 12 to HWM 21. Second, the subject matter has more obvious contemporary relevance. Third, students have had some degree of choice about taking the course, and thus evaluations have reflected the views of those naturally more interested. And fourth, the variety of methods used may have been appealing.

General Comments on the Development of the HWM Sequence

On the basis of the College's stance, some positive alumni feedback, and some success in dealing with student values, it can be expected that the HWM sequence or a similar program will continue to be part of the student's liberal arts program at Austin College in the years ahead.

Of course, such interdisciplinary courses are demanding of both students and faculty. Many faculty had some insights into the difficulties of teaching beyond their own disciplines, but nothing quite prepared them for the more individualized approach of the HWM sequence. The increased emphasis on small Inquiry groups brought a new level of difficulty to involvement of a broad range of faculty. The Student Program Advisory Committee's report and the In-Depth Interviews both indicated that the individual faculty member in the Inquiry session was the determining factor in the student's reaction to the course. Thus, the faculty's ability in this new situation seemed to need further work.

It came as no surprise that teaching this type of interdisciplinary course was a difficult task, particularly for a faculty member who felt that his background was inadequate for dealing with many of the ideas and concepts in the particular HWM course. It was difficult to function as a facilitator of learning in an Inquiry session since most faculty felt much more comfortable and reinforced in the role of expert, where the teacher was predominantly communicating his insights. After awhile, it was wearing on a faculty member's enthusiasm to be involved in essentially the same course year after year, with the course content and approach designed by a team of faculty and students rather than by the individual instructor. When students, increasingly concerned about vocational pursuits and the learning of obviously relevant content, were critical of certain aspects of an interdisciplinary course and gave it somewhat lower ratings on evaluation instruments, this also tended to discourage the faculty member who was conscientiously striving to create a successful, student-centered course.

For such reasons, the fate of such interdisciplinary, team-taught courses in liberal arts colleges has always been rather problematic. While there was a diversity of opinion about HWM among faculty at Austin College, and indeed, among the HWM faculty as well, faculty commitment to the concept of the HWM sequence remained high. As one faculty member noted, the HWM staff recognized its

> obligation to stretch the students to critical and creative efforts beyond what the majority of students perceive as their intellectual and creative limits but what should be realistically within their grasp. Real learning with real intellectual and creative growth of necessity involves painful effort.

The expectation of the entire HWM staff was that such serious effort, though sometimes painful, would prove to be an exciting adventure which would begin in the innocence of many questions but end with the rewarding sense that students have the rest of their lives to explore both the questions and the answers.

d. Policy Research

The other course in the core group, Policy Research, seeks not only to draw upon the perspectives and knowledge gained from the Communication/Inquiry and Heritage series, but also to take the student a further step in learning to work on his own with information and facts and in problem-solving in a group. In Policy Research a group of junior and senior students and faculty members from several disciplines study various aspects of a contemporary public policy question and formulate policy alternatives. The course stimulates students to be involved in the local community, to draw upon many expert private and governmental resources, and to share the experience of a team research effort with other students who have varying interests and backgrounds.

Policy Research is a capstone course for the core, prodding students to take charge and be on their own educationally. Also in terms of the core, it is a culmination of values consideration, as the student has to take account of not only his or her personal beliefs, but also society's needs and expectations. Moreover, it is a capstone course in the emphasis on processes: individual roles of responsibilities, research, team work, interacting with those outside the College, articulating ideas and positions in writing and speech.

Policy Research has two purposes, one affective and one cognitive. Students are expected to delve deeply and substantively into a public policy issue while at the same time experiencing the satisfactions and frustrations of working within a group in order to devise policy solutions. The quality of the policy suggestions, therefore, should result not from the efforts of any one individual professor or student but rather from the totality of individual contributions.

The general objectives of the Policy Research experience are as follows:

(1) To create an educational environment in which the student uses his or her critical faculties in analyzing, formulating, and evaluating policy alternatives and their consequences;

(2) To assist the student in applying techniques acquired in a liberal arts education to the study of contemporary social issues. These techniques include not only modern research skills but the analysis of the ethical grounds on which policy is or should be based;

(3) To provide a link with the community beyond Austin College so that students will acquire some working knowledge of and experience in decision-making in the broader social system;

(4) To develop students' skills in working with groups in a cooperative, largely self-directed, manner. Associated with this objective is the desire to bring together in a creative fashion the perspectives and skills of various disciplines in the solution of specific social problems.

Typically, a Policy Research course is supervised by an interdisciplinary team of three instructors who work with a group of about 60 students. These faculty teams vary in composition from one term to another. When participating in Policy Research, an instructor usually has only two other teaching responsibilities that term.

Each Policy Research course begins with a "public policy question." The question can be altered during the course of study; it is merely designed to provide focus. One such program, for example, centered around the question: "Would the establishment of a Health Maintenance Organization be the answer to the improvement of health care delivery for the residents of our county?" The ensuing term of study was divided into three parts. The first was an orientation period in which the dimensions of the health care issue were surveyed and in which the contracting agent, the Texoma Regional Planning Commission, suggested avenues of inquiry for student research. After the orientation, the students divided into task groups responsible for researching various areas of concern within the public policy question. Finally, there was a policy presentation period in which the task groups wrote, presented, and defended policy statements on the issue at hand. These policy presentations were made before panels of visiting experts, and subsequently the revised policy statements were forwarded to the contracting agent involved in the "real world" issue.

In any Policy Research course the crucial part of the program is the task group research. As the task groups organize themselves around the areas of concern (e.g., the ethical, financial, administrative, consumer, and medical personnel aspects of health care), the faculty members recede into the background. The students choose their own leadership, do their own research (with technical assistance from the faculty), and write and present their own policy statements. This procedure presents major organizational problems for the group, but most importantly it creates the necessity of group cooperation and interaction as students jointly write a policy statement. It is also during this phase that students go beyond the classroom and the library into the community, primarily through interviews with citizens and officials of various opinions. The faculty members associated with the task group facilitates and monitors these processes but is relieved of the traditional duties of lecturing and leading classroom discussion.

The use of the policy papers produced by the task groups depends on the quality of those papers and on the receptivity of the contracting agent. For example, as a result of one program entitled "How should human sexuality be communicated to children and young people in our society?" a nearby independent school district subsequently employed four of the students to assist in its in-service training on sex education.

Major emphases of Policy Research have been on group processes, peer teaching, issue orientation, team teaching, community involvement, and new teacher/learner relationships. The basic objectives for the program, as stated above, have remained stable throughout the last four years, though the means through which these ends have been attained have changed considerably. These changes have consisted of process and structure alterations in the following categories: (1) attempts to achieve structural clarity; (2) process training efforts; and (3) teaching/learning experimentation.

Evaluation of the first Policy Research course, "Biology and the

Future of Man," prompted the Policy Research task force in the 1972 Summer Resource Laboratory to create a Policy Research model to provide students and instructors alike a guide to the processes associated with Policy Research. As a result, that summer's task force produced a "Policy Research Handbook" which was further divided by the 1973 Summer Resource Laboratory task force into a "Faculty Handbook" and a "Student Handbook." As an outgrowth of these efforts, Shelton Williams, Director of the Policy Research program, wrote an article entitled "Policy Research in Undergraduate Education" which was subsequently published in *The Journal of Higher Education*, April, 1974. These handbooks and the article were intended to communicate more clearly the program's objectives, to explain the group processes associated with policy research, to clarify the roles of individual students and faculty members in these processes, and to suggest alternative ways both to organize the course internally and to relate the program to the off-campus community as well.

One particularly difficult problem, clarification of the individual student's role in the group process, led in the 1973 summer school Policy Research course to experimentation with more explicit individual written assignments. In the 1974 Summer Resource Laboratory a supplement to the Faculty Policy Research Handbook was written to explain these assignments and make suggestions about integrating better the individual student into the group processes.

Since Policy Research employs the task group approach to problem solving and since the students themselves assume the group leadership roles, the Policy Research summer task forces were trained in the rudiments of group process skills. They in turn recommended that students in the course be given similar training. Bob McGlone, Executive Director of Training Enterprises/New Techniques, consulted with the Policy Research task force during the summer of 1973 and during the academic year of 1973-74. He helped to install a series of exercises designed to teach students basic interactive skills and to help them initiate their group interaction, select their group leaders, divide their functional responsibilities, and effect intergroup communications. These exercises in modified form became a permanent feature of the orientation phase of every Policy Research course.

Over the course of the last four years, several changes have been introduced into the teaching/learning dimensions of the program. Most of these were designed to enhance the range of academic choices available to students within the total Policy Research program. The task forces from the beginning of their planning approved the concept of "alternatives" to the regular Policy

Research courses. In 1973 the task force elaborated the criteria that such alternative experiences should meet. Specifically sanctioned were "student-originated" Policy Research courses which meet these criteria. During the 1974 Summer Resource Laboratory a Policy Research "intern" program was initiated with the Texoma Regional Planning Commission. The intern program was created partially to follow-up on previous Policy Research course efforts and partially to provide a more structured alternative than was then offered by the student-originated program. Internships for one to four students were subsequently established with eight different local agencies during the 1974-75 academic year.

A persistent student complaint has been that a sizable minority of students were "blowing off" their assignments, a situation discovered only at the end of each term, if ever. In response to this, written assignments were included in each course to be graded by the instructor. It was felt that this would at least raise the minimum level of acceptable effort by each student. Even this approach did not completely eradicate the problem of uneven workloads within the task groups, so an experiment with a different grading system was tried. The system had previously allowed only an S or U grade, but in the fall of 1975 legislation was passed allowing students in Policy Research the option of taking the course either on an S-U basis or on an A-B-C-D-F grade basis. This option was allowed as a means of providing more motivation for some students and enhancing the academic quality of the course.

It has been especially important that a wide variety of alternative Policy Research experiences be made available. Over a two-year period students have had as many as 12-15 possible Policy Research topics from which to choose. Even so, such alternatives have been under-utilized and even in some cases abused. Models and handbooks may need to be developed for them as well.

Also planned is the designation of certain regular disciplinary courses as "alternative" Policy Research courses, courses such as Philosophy seminars on ethical choices in public policy, or a few regular courses that meet the Policy Research criteria and objectives, particularly in relation to providing experiences in group decision-making. Such designation will occur only if the course instructor is willing to have the course so designated.

Evaluation of various sections of Policy Research has indicated that both students and faculty have varied considerably as to mastery of group process skills. Instructors associated with Policy Research classes need to be skilled at facilitating group discussions without being either overbearing or underdirective. This was illustrated by the report of an Advisory Panel member who visited a Policy Research class:

> During the time the students were alone, I was most impressed with the liveliness of the discussion, the degree of sophistication of inquiry and probing and the testing of each other's ideas. The students were going over their joint outline preparatory to making their final report. They were all in general agreement, but they were very tough on each other as to the feasibility and acceptability of each point in the outline. When the faculty member entered the picture, however, the students all deferred to him and he dominated the discussion of one point—the feasibility of recommending that all nuclear tests (underground as well as atmospheric) be banned. The strength of this program seems to lie in the independence of students working on their own.

At least in this one case observed, students were operating better before the faculty member entered into the activity on that particular day. Students have not judged Policy Research to be as important as have the faculty. This difference in perception was reflected in both the In-Depth Interviews and the report of the Student Program Advisory Committee. Further, the report of the Program and Project Steering Committee mentioned the problem of the students' shirking Policy Research responsibilities, possibly because of the group basis of work.

On the other hand, some of the results of the courses have shown substantial and serious involvement by students. The report of the In-Depth Interviews possibly identified the issue:

> It could be that Policy Research is one of those programs whose success depends heavily upon who is teaching it *and* the nature of the topic chosen.

Individualization Throughout the Curriculum

While there is no doubt that the institutional strategy with respect to the core is a key for fostering student development as identified in the broader goal, it is also true that the core approaches have to be supported by similar approaches throughout the rest of the curriculum. Individualization is a significant part of this emphasis, both in the broader framework of degree planning and in the more specific instances of in-course work. The theory is that individualization, by facilitating attention to the particular student's interests, needs, and goals, will motivate more active involvement and self-direction, all within the framework of the IDEAS program, and with liberal education remaining the standard.

Overall, individualization is provided through three flexible degree planning processes. The Basic Program includes a six-course Exploratory Sequence, designed by student and mentor, through which the student experiences disciplines outside his concentration. For example, a science concentrator takes some Social Science and Humanities courses. The Special Program serves the student with a nontraditional concentration. The student negotiates a degree plan contract with his mentor, selecting and combining courses from standard concentrations to meet his needs and goals. The Austin Scholars Program allows the honors level student to experiment educationally. With the three degree plan options, Austin College is trying to meet individual student needs by providing a plan for different individuals with varying goals, and by building in flexibility within each particular plan.

Most students take the Basic Program, and the educational rationale underlying the IDEAS program is clearly seen in it. Each student's degree plan includes the core curriculum and the Exploratory Sequence. In addition, each student selects a field of concentration allowing for depth study in an academic discipline. However, to insure that this field of concentration does not displace the balanced approach to learning, the maximum number of courses allowed in any one field of concentration is set at eleven out of a total of thirty-four courses required for the B.A. degree.

Also to balance this emphasis on depth, the individualized Exploratory Sequence of at least six courses is designed to insure that each student has more than a sample of exposure to several different fields of study. The particular courses chosen vary considerably from student to student, but in the total sequence they are to assure breadth and a balanced combination of all or most of the following:

1. Learning about methods of investigation that differ from those used in one's field of concentration.

2. Learning by developing sensitivity to experience within the framework of academic study.

3. Learning to define one's orientation to value systems and religion within the framework of academic study.

4. Learning further skills of communication or awareness of issues in communication.

5. Learning more about the contexts in which one lives.

This Exploratory Sequence is based on a careful consideration of what will provide balance and wholeness for a particular student within the context of that student's background, interests, and experience. The Exploratory Sequence is intended to be far more than a check list; it represents a careful balance between a prescribed pattern for all and an undirected elective block. It enables the student to individualize learning and yet be assured of both breadth and depth in the development of the whole person.

The mentor obviously plays a key role in helping the student plan his degree. He gives guidance and understanding of the nature of liberal education, and relates that to the issues of what one really needs and wants to do. Thus, the student can really take advantage of the IDEAS program. One result can be internalized motivation for the entire college career.

Individualization and Self-Direction in Programs and Courses

Not only in the core courses, but throughout the curriculum it was intended that teaching/learning approaches would be reconsidered. As outlined in the proposal for the Project, it was expected that changes would be quite pervasive:

> All courses and programs of study will be reviewed thoroughly and redesigned extensively during the three-year project. Given the objectives of the new educational program and the impact of the critical changes to be initiated at Austin College—the new freshman year program, new interdisciplinary courses, a new calendar, and new approaches to educational planning by students—careful review and redesign are essential.

There was no desire to achieve any degree of uniformity in pedagogy. No particular approach was to be promoted over other approaches. Rather, faculty studied and practiced a variety of different teaching approaches, using appropriate resources and backup. However, they were free to make their own judgments as to actual changes to be incorporated in courses and programs.

The workshop in the first Summer Resource Laboratory, as described in the proposal, was intended to get this process started through a major re-examination of the tasks and roles of teachers and students:

> . . . The focus will be on the question of how the College can create an environment conducive to individual growth of the teacher and student. A more particular question will be how can the faculty member learn to be more open, flexible, and less threatened.
>
> Opportunities will be provided for the participants to become familiar with supportive instructional aids and materials, to learn how to prepare course objectives which would be performance based and translatable into learning modules, and to hear student attitudes about approaches which view the student as the subject and not simply the object of education. In these ways faculty can be relieved of the pressures of the "expert

syndrome," and students can become more active, responsible participants in their own education. Emphasis will also be placed on promoting designs of instruction that will enhance the sort of interaction that a contemporary student's sensibility seems to need. In general, teaching-learning designs need to be created that will allow the student to derive viable forms of thinking and feeling which will make his education a part of his life rather than merely a preparation for it. Specifically, the designs should begin with a fresh examination of college teaching and with a variety of innovative possibilities from which the teacher can choose.

The amount of such change throughout the whole curriculum and in the day-to-day conduct of the educational program has been very great indeed. The extent of such change was revealed in a department by department survey of instructional changes, conducted in the spring of 1975 (details of which are given in the next chapter), and can be shown here by citing a number of specific examples of change. The strategies in courses and programs varied widely but the goal was the same in each case—more active, more effective involvement of students in their own education.

Freshman Writing. The following excerpt is taken from a faculty-written report and constitutes a kind of case study of one experimental offering of a freshman course in writing. Although only a few students were enrolled in this experimental course, the success of this model has strongly influenced subsequent course offerings. It is one example of putting the concepts of IDEAS into action and striving toward the Project goal relating to students.

I. Introduction

The experiment was conducted by two instructors and eight students: two incoming freshmen; a special student, a young woman from Brazil; one sophomore; the others upperclassmen.

II. A Predecessor, Freshman English

* * *

III. A critique of English 11

* * *

IV. Origin of the New Program

Communication/Inquiry took the place of English 11. The writing course became an elective and as such was open to a wide variety of students and not restricted to incoming freshmen. Students requested a variety of writing experiences so that a common course became impossible. In order to accommodate the varying interests and needs of the students, the course was personalized and adapted to the needs and competence of each student.

V. The Writing Program

(1) DIAGNOSIS

The student obligates himself to write every day in a journal on any topic he wishes. He sets aside one and a half hours each day for writing. At the end of the week, student and instructor examine the journal together, assess the writer's initial competence, discuss his interests and previous writing experiences, consider strengths and weaknesses, and agree on areas that can be explored in writing.

(2) THE CONTRACT

The student continues to write daily as though he has to meet a deadline for a column. He continues to experiment with various forms and areas of interest. He consults with the instructor whenever he wishes. Two pieces of writing per week are selected out of the journal for revision and these are submitted to the instructor for closer examination.

(3) THE CLASS AND THE CONFERENCE

Individual conferences are held to aid the students at any point in composition. Here the instructor may help to provide impetus or even advice on a piece of writing. The class meetings are held to consider the two finished pieces of writing each student submits per week. The meetings are informal; here writers learn to appreciate the efforts of one another and to discuss common problems.

(4) THE WRITING INSTRUCTOR

The instructor writes along with the class and submits his own work for scrutiny. He learns firsthand what it means to keep up with a course and experiences writing problems of his own that students can help him with.

(5) PEER-TEACHING

The writers meet in groups of 5-8. Discussion promotes a close and specific awareness of writing problems. More important, the group meeting helps to sustain motivation because the writer has an audience of fellow writers. This helps the writer to take pride in his work.

(6) THE DOSSIER

Writers keep their journals as well as copies of their work submitted in class. At the end of the course all the material is re-submitted to be assessed.

(7) ASSESSMENT AND GRADING

Both student and instructor build up rapport over the semester in conferences and in class. At the end of the course, both re-examine the work and arrive at an assessment. The student is encouraged to express his own opinion of how he has performed and in so doing helps to give a critique of the course.

The S/U grading system is ideal for a practicum course although letter grading is possible for those students who feel the necessity for grades.

Final assessment is a written report that gives in detail the nature of a student's performance, his achievements and difficulties.

VI. Positive Responses

Students discover that they do have writing talent and that their writing interests others. They like taking pride in their work and they soon become motivated and want to experiment. Risk-taking is encouraged and so are partial successes. At times an early tentative draft is revised into a striking attempt. Students and instructor come to know one another better because writing does cause one to reveal himself. Higher motivation and self-dependence appear to help students deal better with mechanics and pride makes a writer more meticulous. The instructor can be supportive and act as a collaborator when a student has real difficulty with a piece of writing.

Moreover, the writer learns by doing and the whole course is action-oriented. In addition, the work is publicized: his peers read it, so that the course provides a forum and another motivating force.

VII. Difficulties

A personalized course offers many problems initially. To begin with, the anonymity afforded by the lecture format is stripped away. Students cannot be passive. At first they consider the workload excessive and the action-orientation makes them highly visible. Old work habits have to be broken; a student can't simply work at crucial points such as the night before an exam.

Also, the discussion format begins slowly. Comments at first tend to be reserved and tentative but the writing does help to break down the reserve. Instructors need to be available daily but conferences are work-sessions and congenial because the instructor is there to help. Individual idiosyncracies of the student have to be respected but once the student feels respected he responds.

VIII. Advantages of the Program

1. The program elicits authentic work from a student, writing that the student wishes to share.

2. Increased writing facility carries with it an increase of self-esteem and a feeling of accomplishment. The student is encouraged and sometimes admonished by his fellow writers.

3. The program makes the student an active participant and it eliminates the passive lecture format.

4. The program produces a very strong sense of group identity because all members are working in a spirit of collaboration.

5. The student does not feel alienated from his work. Writing authentically helps one to re-establish contact with himself, his creativity, his real self.

6. The self-paced nature of the course allows each student to proceed at his own pace on the basis of his own interests and experiences. The student "learns" what he knows in writing about it.

Space does not permit including as much detail for other examples. Still, an abbreviated form does indicate some of the changes made. Modules have been tried in various situations. The following two examples illustrate the activity.

Biology. The modular approach has been a key factor in a general renovation of the curriculum in biology largely because of persistent and imaginative efforts to develop effective modules in the beginning course for freshmen. After three years of trial and revision, the course, titled Basic Concepts of Modern Biology, includes twelve self-paced "learning activity units" with computerized examinations for immediate feedback and involvement of peer teachers. A report of the third year's experience includes the following comment:

> The new format of the introductory biology course has provided students with greater independence in learning the basic concepts of biology. Because the course is now competency based, the student has a far better opportunity to master the material without competing against fellow students. The course is now designed to help each student progress as far as he is able without the failure-reinforcing elements of the traditional competitive course structure. The new testing method provides the students with immediate feedback and reinforcement. Finally, the course provides a means by which more experienced students are able to share their skills with less experienced students.

Modules. Some of the newer approaches that have not produced the desired results have been revised or replaced. In the design and use of instructional modules, for example, there has been a great deal of experimentation and not a little disappointment with the results. One language course was modularized and then converted out of the modular format to use more peer teaching. A professor of music commented about the modules he developed for Applied Piano: "Modular units don't save any time. Unless I spend time nudging and checking, they don't get done." On the other hand, modular instruction has been very successful in other cases—as in Music Theory, for example.

Different forms of technology have been used in other instances. Some of these are indicated by the following four examples.

Economics. In the social sciences a computerized economic data bank was prepared and used in correlation with the preparation of a quarterly publication, the *Sherman Economic Review.* Excerpts from a report of this activity show its focus:

> The purpose of this activity is to provide students with a practical opportunity to apply their knowledge of social science methodology by filling a real community research need and by dealing with real economic problems. . . The data, including information on some 40 indices of economic activity—new construction, real estate transactions, sales tax collection, deposits in financial institutions, etc.—are stored in a computer data bank along with data on fifteen indicators related to the national economy. . . . The *Sherman Economic Review* and Sherman Data Bank Project have offered students a number of new learning experiences. In addition to the selection, collection, tabulation, analysis and storage of data, the students have acquired the skills necessary to publish and distribute a periodical. They have also gained valuable insight and experience in working with and interviewing Sherman's business leaders and have confronted the problems involved in further economic and consumer analysis. The Project has also provided some students with the opportunity to develop skill in the construction of research designs and in the study of computer language.

Population Biology. In some fields of study the computer has been especially useful. The following comment isfrom a member of the biology faculty who taught his course in Population Biology during a period of half-time employment in the Summer Resource Laboratory:

> Computer programs were developed (with the assistance of students in my course) which illustrated two basic principles

of the evolutionary process—genetic drift in small populations, and the effect of selection on gene frequencies. Since these processes (selection and drift) are statistical phenomena and cannot be observed directly, the computer application was an ideal means of assisting students in understanding these processes.

French. One of the most successful technological applications of very low cost was the preparation of an audio-cassette guide to the use of French reference materials in the library. With a portable player and earphone, the student uses this cassette in the library without interfering with the concentration of other library users.

Economics. Programmed instruction, with its individual self-pacing and continual feedback, has been utilized in parts of the curriculum where it was not much used before. In Principles of Economics, a programmed learning approach was developed as an optional track. The programmed learning approach affords the student less independence than some approaches, but does allow more free class time for the discussion of current economic issues and problems and for further explanation of more difficult concepts. Furthermore, the use of class time for discussion and problem-oriented study gives the student a greater understanding of the role that economics has in his life and makes current public policy and government economic roles and processes more understandable.

Other changes have focused on giving the student a more active role in educational activities. Some of these are described in the following four examples.

Peer Teaching. Peer teaching has been a means both of involving students in their own education and of utilizing a resource that may often be more effective than faculty could be otherwise. One of the English faculty has been especially active in trying and evaluating a variety of such procedures. He has used peer teachers to contribute to and lead discussions, make short presentations, evaluate a set of student papers, and reflect class evaluation and feedback. He has concluded that a careful selection of peer teachers and assignments when combined with clearly expressed objectives and evaluation procedures makes for a very valuable learning experience for all concerned. The same professor has also been much involved in the use of films, television, computing, and other instructional technology and has found that the more expensive instructional media are less clearly beneficial than peer teaching arrangements that actually save instructional costs.

As a result a proposal was prepared and approved that the College formally recognize peer teaching to the extent of providing catalog number and description. That description reads:

> Peer teaching is a type of individualized practicum offered in some departments. It offers *properly qualified* students the opportunity to learn by sharing with a faculty member some of the responsibilities of teaching a course. The student does his work under the close supervision of a faculty member in the appropriate department in a one-to-one relationship.
>
> The specific responsibilities for peer teaching will vary, depending upon the course and the faculty member the student works with. By the beginning of the term in which the peer teaching will be done, the student and the faculty member submit on the proper form a definitive statement of the student's responsibilities and what he proposes to accomplish. Approval by the department chairman and area chairman is required.

Teacher Education. In maximizing [illegible] directedness of student learning, the faculty had to incorporate ways for students to gauge their own progress. An academic program that has provided leadership in this way has been Teacher Education. Building upon several years of experience with learning modules and with ways of defining and measuring teaching competence, a professor of education was able to analyze the experiences of individuals in the program and to use that analysis in the preparation of a system for planning and continual self-assessment by the individual student.

Art. An art course for the non-concentrator and an Art Education course for prospective teachers in the elementary grades were specially designed to emphasize physical manipulation of materials as a means of developing understanding and appreciation of concepts in art. Such an emphasis is practically universal in courses for those concentrating in art, and it seems equally valid for the student whose interest is in appreciation rather than in becoming an artist.

Religion Curriculum. During the summer and fall of 1974, the religion curriculum was redesigned. The previous curriculum had included the same set of basic requirements for each concentrator in the discipline, with major choice available only after the standard requirements had been met. Recognizing that students major in religion for different reasons, the department redesigned the requirements so that each student prepares an individualized contract to be approved by the department. Each student is assigned a faculty member as contract supervisor. Periodically the contract is reviewed by the departmental advisory committee. Suggested models for contracts are in the Curriculum Handbook, but these models serve only as guides to the student and faculty supervisor as each contract is prepared.

Another concern in the Religion curriculum redesign was the lack of coherence in the choice of courses in the concentration on the part of a significant number of students. The new individual contracts are expected to show an inner coherence which the previous requirement system did not encourage. To support this concern for coherence the department normally expects each contract to reflect (1) a series of foundation courses which are understood to be basic groundwork for the kind of approach used in the particular contract, (2) courses for depth in the type of study envisioned, (3) supporting courses in other disciplines, and (4) courses which broaden the student's knowledge of the field of religious study in areas which are not directly related to the student's major interests in the concentration.

Other changes throughout the educational program can only be hinted at.

Social Science Laboratory. Development of survey research methods, action research methods, peer teaching, modules, self-directed learning, internships, and helping students "learn how to learn" and how to work in groups on interdisciplinary topics.

Critical Health Issues Course. Planning for inclusion of peer teaching.

Electronic Music and Composition. Created and designed to give students alternatives in going about their work and to include compositional exercises.

Introduction to Religion. Redesigned around phenomenological approach with a modular course structure.

English. Design of a new topical course, "Fairy Lore in the Hands of the Serious Literary Artist," by examining "fairy genre" of the Twentieth Century and working backwards to the genre's roots in Sixteenth and Seventeenth Century literature, thus beginning with something familiar to the student and helping him discover how familiar patterns developed in past literature.

Inflation: Causes and Consequences. Created with further development of regional data base and construction of APL data access and processing programs.

Athletic Program. Exploration of possibilities in intercollegiate athletics for women.

Music. Redesign of Operatic Literature course from fourteen-week format to seven-week format and incorporation of new teaching modes.

Theories of Learning. Development of course contracts.

Cultural Anthropology. Development of a modified module approach, including cassettes of music of other cultures.

Introductory Music. Development of media aides, including a series of transparencies selected from textbook diagrammatic materials and others formulated by the instructor.

Philosophy. Introduction of the use of the computer, leading to the development of computer-based modules in symbolic logic.

Environmental Biology. Redesigned to emphasize interdisciplinary nature of problems, field experiences, and problem-solving.

It must be added that the great majority of these changes were made in close consultation of a faculty member with one or more student co-workers. Further, this list is not complete; these are but examples of the variety and range of changes made during the time of the Project. (Other changes are noted in the following chapter, "The Impact of the Project on Faculty.")

Most importantly it must be kept in mind that these changes are to be considered in view of what they say about *students and their role in the educational process.* Many course innovations have been tried, some successful and others not. All, however, have been directed toward individualization and self-direction in the belief that those are keys to educational effectiveness and more serious involvement of students in educational activities.

Progress Made Toward the Goal

As noted earlier, the Project goal relating to students was expressed thusly:

> *To foster student role change toward greater self-direction and more independent learning, all within the motivating framework of meeting the needs and pursuing the educational goals of the student.*

But have student roles changed? Is there greater self-direction and more independent learning on the part of students? The preceding section shows that much has happened programmatically, aimed at moving toward the goal. Much of the change has given students a more participative and active role in the classroom.

A key part of the program is the six-course core, and the special emphasis on the freshman year. Referring to the freshman year courses, the Advisory Panel reported, "The burden laid on these courses is heavy." Moreover, the core courses have a certain progression built into them, at least in theory. If one course does not fulfill its intended function, it could mean problems for core courses that follow.

For example, self-understanding was emphasized as a significant part of the first course, C/I. Yet the attempt to support this effort through the integration of the Birkman Seminar in the course met with disappointing results. This frustration in the first course may have affected the student's direction in later courses, both within and outside the core. The core's impact on self-direction undoubtedly is also affected, probably in subtle ways, by faculty morale problems. Some faculty frustrations and feelings of inadequacy are most likely transferred to some students.

On the other hand, the Individual Development program with its mentor system seems to enjoy overall success. The problem is in interpreting whether that success goes beyond personalized education to activating students in self-direction. That was the theory in part, that students would have greater motivation due to matching educational activities to individual needs and goals, and self-direction could thus take place.

But has it? Measurement of such a factor is difficult. To begin with, definitions appear to be a problem. In other material, this statement is found: "The Project goal of helping students to become more skilled as self-directed learners is served by supervised practice in directing their own and others' learning." In responding to this, the Advisory Panel reported: "Under the self-directed curriculum the student may reduce the time it takes to complete a module or block of content . . . ." This response seems to equate the use of the modular approach within courses with self-directed learning, but self-direction may involve a broader approach, as well.

The report of the Faculty Review and Advisory Committee showed how that group approached this issue and came to some resolution of it.

> Definition of terms is necessary to evaluate progress toward this goal. Self-directedness differs from individualization. Individualization is centered in the mentor program, with the student's having freedom in selecting courses and planning a degree program. Self-directedness deals more with the initiation, design, and carrying out of courses and educational activities by the student.
>
> Students seem to interpret "self-directed" in at least two ways. There is some feeling that "self-directed" refers to the student's pursuing meaningful personal relationships with individuals on campus, especially faculty. In this sense, data show the students want this opportunity and feel they get it.
>
> Another interpretation of "self-directed" concerns academic affairs. Here the data show that students have a different view.

For example, Item 5 of the IGI (Institutional Goals Inventory) asks if there is or should be an institutional goal "to increase the desire and ability of students to undertake self-directed learning." Student response on the "is" scale, on a scale of 1 to 5, is 3.5, and on the "should" scale, 4.2. A difference of .5 appears significant. Item 8, "to help students develop a sense of self-worth, self-confidence, and capacity to have an impact on events," can be related to self-directedness. The "is" scale for it is 3.2, and the "should," 4.3. According to these items, students do not see the College fostering self-directed learning to the extent it should. The institutional data that show an increase in independent and field studies may not be meaningful, as the increase could simply be because there is a scarcity of course offerings in some departments during the seven-week terms due to faculty involvement in core courses.

Other data make the student perception seem confusing. The program report on the Heritage of Western Man sequence describes students as frustrated by having to integrate material, lacking the maturity assumed necessary for the course, wanting more structure, and being more grade conscious. Similarly, Items 75 and 78 of the IGI, concerning awarding credit for field study, indicate student preferences for testing in such cases. These factors can be interpreted as contradicting a desire for self-directed learning.

One way to resolve the apparent discrepancy between data that says that students do and do not want self-directed learning is to consider self-directed learning as a process. The report of the Austin Teacher Program describes laboratories as being increasingly loosened each year so that the student gradually moves into opportunities for self-direction. A parallel can be drawn between the Austin Teacher Program and the entire educational program's efforts toward self-directed learning. Early in the college career, the student may interpret self-directedness as meaning closer rapport with faculty, but this may evolve later into academic self-direction. With this interpretation of self-directed learning involving a process, the different student perspectives about self-directed learning and the desire for that kind of experience become less confusing. Self-directed learning can have different meanings at different points in the student's college experience, and in turn the desire for self-directed learning may fluctuate.

This idea that self-direction is a process for students may be an important insight not recognized as distinctly before at Austin College. This parallels what is already happening in Individual

Development, as the Advisory Panel reports that program

> moves from heavy involvement in the freshman year, with the mentor working with freshman students in the development of Individual Development contracts, to a senior year in which the student, possessing greater autonomy, does not need the constant availability of a mentor.

Conclusion

Certainly more human, more individualized education is a result of the Project. This was confirmed in the In-Depth Interviews, and stated this way by the Student Program Advisory Committee: "Because of the Project, the feeling of concern for people is reinforced at the College and expressed and made manifest in programs." And as the Advisory Panel reports," . . . the central theme of the curricular restructuring seems to have been in making the courses more adaptable for individualized instruction."

It is less certain that the next step has occurred—that students have moved on to become self-directed learners in significant new dimensions. As the Program and Project Steering Committee put it, "the assumption in the Project that individualization could lead to self-directed learning may be invalid." But there is another possibility, also, and it relates to the experience of the Austin Teacher Program, which in many ways was the harbinger of *IDEAS at Austin College*, and which was mentioned by the Faculty Review and Advisory Committee. This possibility is that fostering self-direction is much more of a gradual process than was realized at the beginning of the Project, and the rate of progress toward self-direction differs among individuals. More work and program adjustments may be called for on sequencing opportunities to lead students toward self-direction, especially for those students (in the majority, according to some faculty) who need more guidance in the beginning of their college experience. Thus, there may have to be less self-direction in the beginning, such as in freshman courses, with movement gradually over the college years into more and more self-direction.

This in turn may mean that fostering self-direction is more of a two-phase process than has been realized thus far. Faculty may need to work more closely on supportive roles, on guiding students in the early years. This would apply not only overall, as in educational planning, but also within specific courses and course activities.

As to the part of the goal relating to individualization and meeting individual needs and goals, there is no doubt that much progress has been made in a variety of ways; through course-by-course restructuring, through the mentor system and degree plan options, and through the increased attention to personal values throughout the core courses. There also is no doubt that the student, as a result of the Project, is exposed to and involved in a much greater variety of processes of learning, that he is more active in education, that he does have a different role—problem solving on contemporary issues, working in an interdisciplinary manner with other students, peer teaching, self-pacing, planning total development. These surely will aid the graduate in the fast-moving world of the last quarter of the twentieth century.

Relative to the part of the goal dealing with self-directed learning, however, questions remain. The Institutional Goals Inventory shows that Austin College faculty and students see self-direction as a goal of high importance. The attitudes favor self-direction, but it is difficult to accomplish. Further program adjustments may be needed in the future, especially regarding the sequence of opportunities for self-direction.

In the meantime, many positive steps have been taken toward the goal. There has been progress in combatting depersonalization and building self-confidence. And overall this goal is one that never has an ending point, for it will always be possible to foster self-direction. On a continuum, it would appear that Austin College, through its Total Institutional Project, has advanced far from other-directed learning toward self-directed learning for the student.

Chapter 3

Impact of the Project On Faculty

Statement and Amplification of the Goal Relating to Faculty

Student role changes could not come about without faculty role changes. So, a major effort, indeed *the* major effort of the Total Institutional Project, was to influence and support the "changing tasks and roles" of faculty. The direction of the change was summarized in the broad goal relating to faculty:

> *To foster faculty development toward a more responsive role as a human resource facilitating student learning and maturation in a wide variety of contexts.*

As was the case with the goal regarding students, this faculty goal also involved a number of emphases within the larger objective.

a. To nurture faculty competence and sense of comfort with broadened and different responsibilities, including a facilitator role with students, serving as a mentor, recognizing affective aspects of teaching, and becoming aware of and skilled in a wider variety of teaching/learning approaches, such as use of media, computer, group dynamics, and interdisciplinary strategies.

b. To help the faculty bring emphasis to the student's total education by dealing with both extra-curricular and curricular learning and by guiding the student in the active use of knowledge, not just its passive acquisition.

c. To help the faculty member serve more as a resource and guide instead of just an authority and to help the faculty member realize that he/she can serve the student by being a facilitator, by helping the student learn to direct his/her own educational activities.

These were the major emphases of the Project in regard to faculty. Faculty legislation of the new IDEAS curriculum had already signaled an awareness that student and faculty roles were changing that in the changing context of higher education the familiar goals of service to the needs of students now presented new tasks and called for new strategies. The proposal for the Project described the intended effects on faculty this way:

> The faculty member will be relieved of the heavy burden of being the expert and authority figure. He will be able to devote more time to personal assistance for students, as new strategies relieve him of more traditional time-consuming tasks. He will have the support and assistance of special service units as he develops the most effective instructional design for his courses and programs. His confidence in personal relationships should grow as he gains insight and understanding about himself and others. He will have greater opportunities to work with colleagues at Austin College and at other cooperating institutions, relating his field of interest to other fields and to the issues facing man today.
>
> The faculty member will have more opportunity for creative expression in his own research, in new program designs involving his discipline, in his January term courses, and in his topical approach to Communication/Inquiry. Opportunities to develop new forms of learning and new uses of educational technology will be available to him.
>
> Through his participation in educational research and development, he will gain experience and equip himself for later roles of educational leadership as well as for professional advancement in his discipline. He will learn to evaluate and be evaluated in terms of the new educational program and its goals rather than anachronistic standards of an earlier era. He will have a greater sense of participation and fulfillment as his life's work impinges more directly and more meaningfully upon the work and lives of others.

To be sure, many faculty felt anxiety about the new roles demanded of them and their colleagues in the IDEAS program, and some had quite different notions of the issues. But legislation had set the direction, and the Project was designed to implement the new roles, as indicated in the statement of the broad goal and amplified by the sub-goals and proposal excerpts. Action was then set in motion to work toward the goal.

Approaches Used to Reach the Goal

The 2-2-1-4 Calendar

In the beginning of the Total Institutional Project, the new academic calendar was a strong and pervasive challenge for faculty change. The new yearly calendar split the fourteen-week Fall Term into two seven-week sessions, and nearly every course in the curriculum needed to be redesigned in some degree. Consequently, once the calendar change was approved as a part of the new curricular program, faculty were immediately compelled to rethink their course strategies.

Part of the rethinking was demanded by the new daily calendar instituted with the seven-week sessions. With fewer classes scheduled, longer time blocks could be devoted to each class period. A class period of two to three hours was seen as likely to encourage increased use of strategies other than the traditional lecture.

Interdisciplinary Involvement Through the Core

The new role for faculty was expected to call for increased awareness and skill in interpersonal relationships, broadened competence in the use of varied educational media and instructional methods, and a higher level of interdisciplinary involvement. The increased involvement in interdisciplinary studies was viewed not only as a necessary part of the new role for faculty, but also as a context that might encourage faculty to try new media and new learning methods. To function successfully in a more responsive and less authoritarian role, faculty would need to help students to become self-motivated, to see their learning as self-realization pertinent to their lives outside the classroom. In areas where faculty were not the "expert," as in interdisciplinary core courses, it was felt they would be more likely to try different roles.

The hope, then, was that there would be a serendipitous effect. Trying new approaches in the less threatening core courses, faculty would gain experience and acquaintance with the approaches. Then, having seen their value and benefit in these core courses, the faculty would be more likely to try the approaches within the disciplinary courses of their own fields.

The Main Focus: Summer Resource Laboratories

By far and away the Summer Resource Laboratory (SRL) was the main activity of the Total Institutional Project and the primary approach to reach toward the goal relating to faculty. Through the SRL, faculty and students were most intensely involved in restructuring courses, designing new ones, and otherwise working on improved educational strategies.

Through the SRL each summer the Project provided the time, stipends, resources, and consultants for faculty and students to effect program change reflecting "changing tasks and roles." The SRL is described in detail in Chapter 1, but one point worthy of re-emphasis here is the importance of the experiential factor for faculty. Participation in the SRL was deemed at least as significant as a new course or syllabus resulting from the experience. As stated in Chapter 1,

> . . . the most important factor for participants in the SRL was considered to be the process, the affective experience of participation, rather than producing a certain course or creating a particular product.

But the story of the SRL and of change is really a collection of many individual efforts. Some of these are indicated in the previous chapter, for almost all work in planning the new core courses as well as in redesigning disciplinary courses was done in the SRL.

With 50-65 faculty, or roughly two-thirds of the faculty, participating in each SRL, however, even a summary of faculty involvement must be selective. Thus, the case study approach will be used here, trying to use a limited but varied set of experiences to indicate what happened in a more general fashion.

On the immediately following pages are six case studies of faculty efforts toward change. These case studies are presented in some depth to illustrate processes different faculty engaged in while redesigning programs and courses. The chemistry example speaks to more active involvement of students and adaption of a course to the seven-week format. The involvement of students is also apparent in the philosophy case study, and it also contains an account of a faculty member's re-thinking the use of a textbook and the faculty member's personal response to the SRL experience. The Spanish and psychology case studies give details of other individual efforts in trying new approaches. The Modern Language case study not only describes the process of change for an entire departmental program, but also shows the "pulling together" of the members of the department. In the English case study, the faculty member tells of his attempts to individualize a course and the impact that has on his own role. A briefer statement speaks to change throughout the Humanities Area.

Chemistry. A strong focus on learning-through-doing resulted from redesigning the beginning course around a small number of specially devised laboratory problems. Conceived before the Project, this approach was implemented and refined during the years of the Project and geared especially to the new seven-week calendar.

The following rationale for the laboratory centered approach to teaching chemistry is taken from materials used in the presentation to the Chemistry Department's Executive Council in December, 1971.

> A Laboratory Centered Approach to the Seven Week Term
>
> Introduction
>
> The traditional approach to teaching undergraduate chemistry

has been to give emphasis to the lecture as the primary learning experience. The laboratory has had only a subsidiary role to the lecture. In fact the trend at many large universities has been to eliminate the laboratory in lower level chemistry courses because of the pressure of large numbers of students. Yet chemistry is an experimental science and its knowledge and theories grow from laboratory work. There is evidence that a laboratory centered learning experience is closer to the true nature of science and the way it is practiced and best learned. Experience also indicates that a properly planned laboratory can be a vivid and exciting way to learn chemistry. We believe that a laboratory centered approach takes advantage of the new 2-2-1-4 calendar which is being instituted at Austin College. We therefore propose a laboratory centered approach for a seven week term in the new calendar. In this approach the focus would be on a number of carefully selected laboratory projects through which students would learn chemistry. Lecture, use of media and other techniques would not be abandoned but would play a subsidiary role to the laboratory experience.

Advantages of a Laboratory Centered Approach

We believe that a laboratory centered approach is in accord with the current understanding of the nature of science, that it takes full advantage of the new 2-2-1-4 calendar, that it builds on the past experience of the chemistry department and is an extension of the directions of the program already undertaken (see for example the preface of the current Freshman lab manual) and that it takes advantage of unique possibilities of our situation as a small undergraduate institution.

A current view of the nature of science argues that the fundamental unit of science is the paradigm. A paradigm is some accepted example of actual scientific practice; an example which includes law, theory, application, and instrumentation *together*. Such a paradigm cannot be fully reduced to component parts, and it is the paradigm unit which is learned and is the model for further scientific work. "In learning a paradigm, the scientist acquires theory, methods and standards in an inextricable mixture." (Thomas Kuhn, "The Structure of Scientific Revolutions," the University of Chicago Press, Chicago, 1962). If this view of science is correct, then a laboratory centered approach is a perfect vehicle for learning science since the laboratory experiment fuses theory, application, instrumentation and technique together. A laboratory centered approach would be the very embodiment of the paradigm nature of science.

The new 2-2-1-4 calendar makes possible a more concentrated and intense student involvement in learning during the seven week terms. The experience of the January term offerings in chemistry indicates that a laboratory centered approach works very well in such a situation. The seven week term seems to call for more independent learning on the part of the students. We believe that the laboratory project provides for more active involvement and self learning from students than the lecture or even the lecture supplemented with media, for media often involve the student as a passive learner. We thus believe that a laboratory centered approach takes full advantage of the new 2-2-1-4 calendar with its associated idea of more independent study learning.

A laboratory centered approach is a logical extension and builds on the direction of changes in chemistry over the last several years. The general chemistry laboratory has moved toward fewer more intense projects with good response from students and faculty. The organic laboratory has made use of student selected projects. In Chemistry 51 blocks of material usually covered in the lecture portion of physical chemistry have been successfully taught through laboratory projects without any coverage in lecture. The January term courses 5A and 7A have shown the possibilities and advantages of a laboratory oriented approach for the concentrated and intensive time period. They have also shown how effective such a laboratory centered approach can be in learning chemistry. Thus, in moving to a laboratory centered approach in the seven week terms we would be building on a solid foundation of experience.

The following brief description of the fall freshman chemistry course is taken from a 1972 NSF equipment grant proposal:

> The new Introduction to Chemistry (Chem. 15) is patterned after the interim term courses . . . (and) is built around five extensive projects which involve the laboratory, library, and presentation. Background materials are introduced as appropriate in time and scope for each project. The experimental data are collected, interpreted, and developed on an individualized basis. Knowledge, theory, apparatus and technique are integrated in the process of completing the projects.

In 1968, the Chemistry faculty first produced its own freshman laboratory manual, *A Modern Introduction to the Chemistry Laboratory*. During the spring term of 1972, the faculty devised and wrote several new experiments for the laboratory manual to be used in the fall term course: 1) The Study of Solids by X-Ray Powder

Diffraction, and 2) Bonding and Structure Determination (incorporating procedures and methods utilizing infra-red and mass spectrometry). An Appendix, "Notes on X-Ray Powder Diffraction," was also prepared and incorporated into the laboratory manual. Four modules on stoichiometry utilizing the interactive computer mode were purchased and converted to APL; directions for their use were included in the 1972 laboratory manual.

The major modification, since 1972, in Chemistry 15 (Introduction to Chemistry) was the inclusion of more subject matter material in the classical lecture mode in the Fall of 1973, after a substantial majority of students in written evaluations at the end of the 1972-73 year indicated a need on their part for more of this type of material. At present, approximately one-half of the available time is utilized in the laboratory centered approach in teaching and evaluation. Minor modifications have included reworking, modifying, or substitution of experiments into the laboratory. In 1974, the paradigm on crystal structure was enhanced by making available to the students a module utilizing the computer for accessing x-ray data file information. With the help of two student assistants, a faculty member examined the strengths and weaknesses of the course. Strengths, such as the laboratory orientation, paradigm approach and the emphasis on investigation were retained. However, the lab manual was reworked to make instructions clearer and to make greater use of the synthesis approach. In addition, some use of media was added to the course and a bibliography of supplementary materials was developed.

While the faculty and well qualified students are pleased with the current laboratory centered Chemistry 15 (Introduction to Chemistry) course, there is also considerable concern regarding the number of students who fail to be adequately rewarded by the experience. These students seem to have limited ability to deal with conceptual information or to work effectively in a creative environment requiring greater student responsibility and involvement in the educational process.

Philosophy. A philosophy professor "developed a long-anticipated experiment in integrating the study of aesthetic theories with in-depth involvement in a living art form":

> The resultant course format consists of a phase in/phase out, two stage approach to (1) contemporary readings and discussions in aesthetics from the philosophical perspective and (2) analysis, casting, directing, and production of Elmer Rice's expressionistic free-form drama, *The Adding Machine* (performance dates will be Oct. 28 and Oct. 29, 1974).
>
> This approach has involved me in the following undertakings: (1)

> a course format allowing for equivalent assignments for students whose end-of-course work is mainly research and those whose final efforts will be primarily with the play itself; (2) an integrated series of lectures, readings, and discussions from both philosophic resources and background on, as well as interpretative readings in Rice's drama; (3) a schedule of in-class and extra-class time which again treats as equivalent efforts in research and efforts in play production; and (4) a method allowing for some involvement in play production for all members of the class, as well as proportionate and classwide involvement in some on-going academic segment of the course.
>
> Two members of the class, as well as members of the faculty in Media and in Theatre, have been co-consultants with me throughout the laboratory period on the several items above.

In the process of developing the course, the subject of a textbook arose. As the faculty member later described it, he

> made the first order of business the replacing of the textbook he had used previously. It was one of the best of its kind (Tillman and Cahn, *Philosophy of Art and Aesthetics),* composed of a series of excellent cuttings from the philosophies of art of thinkers from Plato through Wittgenstein with helpful, but not heavily-interpretative head notes, ideally suited for illustrating in depth both the development of aesthetic theories in the West and the six or eight major schools of thought into which those theories can be shown to fit. In a word, it was a perfect resource for a *content-* oriented approach to the subject. An *issue-or-involvement-* oriented approach, however, was hardly served at all by such a textbook, especially in a course whose format called for the radical telescoping of background materials in the service of time spent on current issues in art criticism and philosophy of art and on the study and production of a full-length play.
>
> More appropriate to the experimental model, then, was a textbook (Lipman, *Contemporary Aesthetics)* whose selections were limited at the outset to a handful of "landmark theories" from the past in order to provide a rich and varied set of cuttings from the writings of twentieth century aestheticians and artists on the loci of aesthetic experience, the external criteria of aesthetic judgment, the intrinsic worth of art and its objects, and the like.

This faculty member was involved in several other activities, some group efforts and some on his own, during the SRL. He summarized the entire experience:

> For one who detests committee meetings and is generally

> skeptical of "team" undertakings of the planning sort, I felt truly at home with the overall format of the 1974 Summer Resource Laboratory.
>
> I submit, moreover, that it has been a productive one for me, as well as being the most stimulating and enjoyable work period I have ever spent at Austin College. In truth, it was a mini-sabbatical.

Spanish. One faculty member submitted this proposal for his activities in the 1974 SRL.

> . . . I would propose, therefore, to plan a first-year course in Spanish in which students would learn first a certain amount of vocabulary through such procedures as the reading and acting out of dialogues, the retelling of very short readings at first, and the playing of games—in general, using means different from the structure drills based on a grammar point which are commonly used today. After the students have learned some basic words and sentences, with some advance help, they could go on to read small pieces of literature, newspaper and magazine items, and other similar materials in preparation for talks and discussions in class. Grammar would be introduced more gradually than in the conventional approach, with less emphasis on wide coverage and more on the mastery of the most essential aspects.
>
> . . . During the Summer Resource Lab I would like to redesign at least the first semester of Spanish to focus my teaching of it on the following objectives: more emphasis upon acquiring ability to understand and speak the language and less stress on wide coverage of grammar; a greater degree of mastery of vocabulary, sentence structure, and those grammar aspects essential for performance at the student's level of achievement; and less adherence to time and text sequences and limitations.
>
> . . . In the Lab 1974 I would plan to set objectives which are at least in part different from those which we have now, to develop methods and procedures to achieve these new goals, and to gather some of the materials needed to accomplish them. I would research the field of foreign language instruction, study and select from texts and other instructional materials available those that are helpful for my purposes, and devise some new materials and aids. I would probably need some clerical assistance in the preparation of study guides and help from the media people in the preparation of teaching materials, such as slides, films, and tapes. I would hope to complete the redesigning of the first semester course by the end of the SRL in time to be used during

> the fall. The degree of success of my project will be measured initially by how much I am able to accomplish and ultimately by the reception given the methods, goals, and materials by the students.

These particular efforts resulted in a reformulated course in the Spanish program, Beginning Spanish. The Report of Activities in the SRL explained further the development of objectives, content, and materials for the new course. Attached was a copy of the syllabus of the course. Later, this self-evaluation of the degree of personal success was enlightening:

> . . . I feel more confident and more knowledgeable about ways to implement the experimental course I will be teaching during the fall. The SRL provided the time and the materials for research and the consultant gave concrete suggestions and served as a sounding board.

Psychology. Both new instructional approaches and new laboratory equipment acquired through an NSF Instructional Scientific Equipment Grant have facilitated major changes in the curriculum in psychology. Fall Term of 1975 saw a further implementation of the plan sketched in the following abstract of the 1974 summer activities of the equipment project director:

> The purpose of this activity was to create a curriculum which will enable 85% to 90% of the psychology majors to develop laboratory research and study skills so that they can design independent, original research while reaching 80% mastery of the course material.
>
> To reach the objectives, a shaping or successive approximation process is being applied. In the introductory course, students will run several experiments in addition to the textbook content of the course. The course will be taught using frequent testing, two opportunities for remediation at a slightly decreasing grade-payoff for each quiz, specification of weekly objectives and opportunity for peer tutoring outside of class. In the second Psychology course in the major sequence, Experimental Psychology, more labs will be added, the testing frequency will be decreased, the opportunity for remediation will be dropped on quizzes and gradually faded on lab reports while the peer tutoring and the specification of weekly objectives will be retained. In the electives which constitute the third course in the major sequence, peer teaching will be dropped, testing frequency lowered and the weekly objectives will be made more general. For those courses which are lab courses, students will be expected to generate more of the ideas for experiments. The

final courses in the major sequence, Learning Theories and Personality, will both be taught traditionally with majors in the Learning Theories class running original research concomitant to their textbook work.

The participant wrote weekly objectives for Introductory Psychology and developed a contingency management contract for the course and three labs in animal conditioning. This fall one section of Introductory Psychology will be taught in the contingency management mode and both fall sections of Introductory will use the learning labs. By the spring of 1975, additional labs for Introductory will be in use. Also by spring of 1975, objectives for Experimental Psychology and Physiological Psychology will be written and in use, and both courses will be taught as indicated in the procedure. Based on the results obtained in these courses during 1974-75, additional implementation will be made for 1975-76.

In material prepared for students, the purpose and philosophy of the "contingency management mode" in the Introductory course were explained.

Purpose and Philosophy

For many years evidence has been accumulating that the traditional college lecture approach to education was not working. Students whose intellectual abilities were sufficiently high to be admitted to college, and who expressed sincere desires to do well have been earning C's, D's and F's. Further, many professors have often stated that they wished their classes would do better so that they would not be faced with having to give low grades to students who they felt were capable of better work. If it is true that for most students the measures of intellectual ability are reasonably accurate and that they are truly interested in doing well academically and if it is also true that professors do not wish to give low grades, then there is a break-down in the educational process.

The system which will be used this 7 weeks is a variation of contingency management (CM) or personalized student instruction (PSI) or minimal achievement. The four previous courses in which this variation was used produced very promising results. Over 85% of the classes received either A or B in the courses. These high grades were not "given away" nor were the courses cryp or "blow-off" courses. The students in these courses learned as much or more about Psychology as students in conventional Psychology introductory courses. In all probability, at least 85% of the Psychology 11 class will earn an A or B this 7 weeks. Naturally, you cannot be guaranteed an A or B—if you expect to be given an A or B without meeting the terms of this contract, you will be most disappointed. The only "trick" or innovation of CM (this is the term to be used here) is that it takes advantage of what Psychologists have learned about behavior and applies this knowledge to getting you to produce for the course. These innovations are not sneaky or underhanded; in this contract the entire system will be outlined for you.

CM has several features. One feature common to all CM courses is a heavy reliance on written material rather than on lectures for the communication of basic skills. A professor can only speak at a rate of 100 to 150 words per minute; a student can only take down between 20 and 40 words per minute while even the slowest reader in college can read in excess of 150 words per minute and will always have a written copy to review. Lectures are given (1) when there is material which should be covered, but which is not readily available in written form which can be understood by students in an introductory course, as with recent journal articles; (2) to introduce more advanced material beyond basic concepts which assumes that the student has already acquired the basics from the texts (this assumption will be made in this course and a failure of the student to complete assigned reading before class constitutes a breach of contract); and (3) for their motivational value. The motivational value of lectures will be enhanced by the frequent uses of visual materials—experiments, films, slides.

CM systems usually deal with a level of achievement by requiring a relatively high performance (commonly 90 to 100% correct) on small units of material with the opportunity to obtain remedial help and retake the quizzes in the event that initial performance is poor. One of the main advances of this feature is the availability of remediation as when material is difficult and/or performance is unacceptable. The student assistants and professor for the course are available for answering questions or explaining material at the posted office hours (outside office, third floor, Administration and by appointment).

A final common feature of CM is the specification of the behaviors desired (i.e., what we expect you to learn). Some people criticize this approach because it makes learning the material "too easy." Apparently these people feel that education should be a guessing game in which the student must guess what the instructor thinks is important. Research and practice in

> behavior modification have shown that if the goal is to learn certain things, it is best to specify those things in advance.

Modern Language. Summer workshops with visiting consultants were the focus of broad revisions in the curricula in communication arts, music, and modern languages. In modern languages, for example, Professor Herbert Gross, Head of the Department of Didactics at the University of Bristol (England), led a two-week workshop involving all the Austin College faculty in that discipline. Led by Dr. Gross, the Modern Language faculty spent four to five hours each day for two weeks in intensive training in the structuro-global method of language teaching. Of particular interest were the non-verbal cueing techniques in language learning and the methodology of phonological techniques. The following summer, progress made was reported this way:

> In an effort to increase proficiency in the use of the languages and in response both to increased student interest in understanding and speaking the languages and to current emphasis on individualized instruction and competency-based education, the Modern Languages and Literatures Program has completely reworked its program. More time for practice and contact with the language and a decrease in the volume of different material to be covered are essential elements in the new format. Many enriching materials will be employed to give the student confidence in the use of the language.
>
> Whereas in the program in use in 1970-71 the students were expected to progress uniformly and evaluation was based on whether the student could assimilate the optimum amount of material and acquire the highest level of skill, or fell short of that high standard, the new program will expect that each student arrive at a workable skill in the language at a pace which he himself finds comfortable. Small group activity and discussion will place each student with others of like proficiency.
>
> Stimulated by the opportunities afforded to the faculty members in the Summer Resource Laboratories as well as by current findings in pertinent journals and publications of the profession, this department has been able to develop a curriculum built upon the Basic Language Series (14) which will be the foundation for the use of the languages in further study or will provide the student with the type of skill he desires and can use. Although the drastic drop in enrollment in languages which was one of the effects of the dropping of specific requirements for graduation at Austin College was certainly a forceful challenge to the Department to make the languages as attractive as possible, we

> cannot emphasize too strongly that our major concern in the development of the new curriculum has been to improve the level of proficiency in the students as well as to satisfy what most students have identified as their major interest in the study of languages: understanding and using the language as a means of communication in the modern world . . .
>
> The Modern Languages and Literatures Program Unit is confident the future of the Program will be bright. Experimentation both with the methods and the materials of the new basic series are being conducted by some members of the faculty with success. The Workshop in Instructional Methods in Modern Languages held last summer by Professor Herbert Gross of Bristol, England, as a part of the Project's Summer Resource Laboratory, was effective in drawing the members of the faculty to a consensus in goals and procedures to be followed.

The last sentence indicates another important result of the Workshop, *i.e.*, the unity it brought to the Department. This was expressed in different ways by the faculty involved, as apparent in these excerpts from reports written by three individual faculty members.

> In regard to the Modern Language Department, I believe that the SRL has helped create a climate more favorable to experimentation and meaningful change. I just hope that we can keep the momentum going. I also feel that the SRL has provided an opportunity for communication among the members of the department, something that I have felt has been badly needed.
>
> Within our Workshop, both as a department and as individuals, we worked in harmony and with real enthusiasm, which we hope will continue into the new year.
>
> Herbert Gross brought our department together in cooperative enthusiasm in the Workshop. I hope it will prove lasting.

English. One faculty member spent part of an SRL in applying new methods in planning the Shakespeare course. Among his activities were "updated reading of criticism and primary texts; revision of some personal notes to serve new teaching methodology; reflection on any experiences in the last three years; course planning in outline form." As a result, the Shakespeare course was redesigned and a new 25-page syllabus completed. The syllabus was quite extensive, including not just assignments and the framework of the course, but thought-provoking questions and statements about the verbal play, relationships, and interpretations in performance about various plays. In the first of the syllabus, the faculty member spoke to the student about his concept of the course.

Values and Intentions behind the plan for this course

Before describing specific topics and activities, I want to ask your attention to my reasoning that developed as I re-thought this course in the light of what I think is a new realism and concern about students and *their* experiences.

I have seen three general, perhaps universal, objectives in students who choose a course on Shakespeare's plays. (1) Simplest is to gain or increase familiarity with these classics of our culture. (2) They also want to assure themselves of, or improve, the quality of their understanding by consulting critical writings, fellow students, or the professor; the professor's views may have an especially valuable role, for in the process of the term he may profess the various aspects of one personality's overall response to the plays, applied to an immediate audience whose concerns he knows. (3) Students further desire to become engaged for a time with the works, in intellectual exercise or emotional and imaginative involvement. A fourth benefit of the course, is the preparation they receive for further reading, and especially since this is drama, for performances they will see in the future; in some cases, also, the preparation may be for an actual participation in productions.

Those goals are all very general, however. And *how* an individual needs or wants to go about seeking them or more specifically defining them should not, indeed cannot, be embodied in a given set of topics, readings, lectures, and examinations. A student at this level has no obligation to be a universal man, regardless of the obvious value of a broad response to Shakespeare. Tests designed to gauge one's approach to universal critic-hood would be in danger of merely prescribing the teacher's values in his terms. A more desirable method of operation, then, would be to maximize flexibility in topic and manner of response. I think the only qualifying restriction we have to keep in mind is the fact that limited time and money give us a framework of one course with one teacher and 35-50 students.

Let me give but a few examples of how my plan tries to allow individual flexibility within the first three objectives above. (1) I chose 8 plays for common reading, expecting that each of you would have previously read at least one of them and no more than 3-4 of them. You will read 2 further plays, choosing them from a group of 13. Which plays you write essays about is your choice. (2) You will read an assigned amount of criticism and scholarship, but you may choose the direction and content of 90%. (3) For 12 discussions with small groups of students, you

> will choose to follow only 2 of 4 possible approaches, emphasizing words, ideas, dramatic structure, or theatrical effect. Your discussions thus will be with students who have similar interests.
>
> Within the kind of flexibility planned for this course, I hope that students will be able not only to personalize adequately these general objectives but also to find outlets for any other personal goals some of you may have. Requests for exceptions to specifically assigned activities may raise practical problems, but if not I will try to work something out with you.
>
> This plan allows, in fact urges, much initiative on your part. I hope that is welcome to you, especially within a context of a really high degree of option. If you need more support from me at any time, please don't hesitate to seek it. I feel some changes in my role as well. I have completed most of my part in the discussions by preparing the study guides. I will be standing in front of you talking less than usual, but the lectures that are in the schedule can be more complete and more forcefully mine than the mixed recitation-and-lecture pattern I have often used.
>
> Essentially all of your responses (thought, spoken, or written) to the material may follow out your own interests, although you will be exposed to a minimal breadth of materials and to all the breadth of my own views that I am able to express. Thus instead of tests, you will write essays with only the barest specification of scope to insure some variety in your experience. When courses have been oriented this much to student interests, the greatest problem has been students' difficulty in persevering with independent effort and producing results, especially on time. Many students have come to learn that essays are work-in-progress and parts of a continuing dialogue on an issue rather than the last word; such an attitude can help. But I feel the need of more formal insurance structures, so I have built in absolute deadlines for the essays and a checklist of other results that can be objectively evaluated as S or U. Consequently, the grading system for this course is a little different, but I hope clear, firm, fair, and useful for learning.

Area-Wide Impact. In preparation for a fall 1974 NEH visitation, the Chairman of the Humanities Area described the SRL's impact on that Area and its value from an overall viewpoint:

> . . .Without the provision of time available during the Summer Resource Laboratories as provided by the Project, it would have been quite impossible to conduct departmental course revisions on such a massive scale. Nearly every department within the

Humanities Area has by now utilized the support services of media, evaluation, and—through C/I preparation—the computer, in restructuring course content as well as experimenting with and adapting new educational processes. These efforts have resulted in (1) the review of all courses in programs in Humanities, with several being restructured in whole or in part, and with several entire curricula for concentrations being redesigned or under development; (2) considerable increase in communication, within and among the departments of the Area and the rest of the College; (3) a heightened awareness among teachers of common objectives now being shared more openly; and (4) a familiarity with educational redesign, e.g. modular teaching or contract learning, which have been adapted to the varied needs of the departments.

Among the most enriching features of the Summer Resource Laboratory have been the distinguished consultants made available to departments and individuals by the Project. To name a few, the exchange provided with Dr. Albert Seay (Musicologist, Colorado College) for Music as they rethought their entire program; the workshop provided by Professor Herbert Gross (University of Bristol, England) in language instruction for members of Modern Language; or the presence of Dr. Robert King (Bronx College, City University of New York) on communication theory which has helped to lead to the redesign of the Communication Arts Department—all such efforts have brought exciting people into our midst to sharpen the focus of the IDEAS Program.

Briefer mention of other faculty involvements in the SRL illustrates further the impact the Project had on Austin College faculty. Different ways of organizing courses were investigated by many faculty. The following changes in Art, History, Music, Biology, Economics, and Physical Science are illustrative examples.

Art. Art Fundamentals was studied and completely revised during the 1973 SRL. The revised version of the course featured a syllabus which outlined each problem in detail. This was, in a sense, a use of the modular system, in that a student might use the syllabus and work at his own speed. There were advantages (self pacing is motivational for some students) and disadvantages (lack of idea saturation which comes from working with others in a studio environment). Subsequent evaluation of the revised course removed most of the modular aspect and brought the students back into the group studio situation.

History. Two European history courses were individualized and adapted for use in the seven-week term. In turning to the use of a new methodology, modules, the faculty member allowed his classes to restructure the courses. It was decided that "Origins of Germany" would be organized around the theme of "attempts at unity" while the course on twentieth century Europe would take a topical approach. Students then volunteered to research and write modules which were later critiqued and refined by others. The faculty member then wrote syllabi for the use of the modules. The modularizing of each course has given students more freedom to pursue their own interests. Although there are deadlines to be met, there is enough self-pacing to give the student experience at budgeting his time effectively. This format moves the students away from rote learning toward a more integrated understanding of the subject matter. Although the format now requires greater student effort, particularly in the area of self-responsibility, most students agree that they are forced to learn more. This design has also helped to redistribute the instructor's time so that he is available to provide more individual attention.

Music. A modular design was investigated and adopted for the series in music theory. The faculty member developed, used, and refined twenty-one modules for two courses. This process involved writing performance objectives, constructing learning activities, and developing examinations and instruments for evaluating the modules. This modular design was revised and extended in the next SRL. The faculty member collected evaluation sheets on each module and summarized the significant changes suggested by students. Each of the twenty-one modules in the two theory courses was then revised and tested for any additional errors or ambiguity with the assistance of a music concentrator who had taken both courses under a traditional lecture system.

Biology. The genetics course was redesigned to be more student motivated and student paced. After considering different models to student paced, student motivated learning, the faculty member chose a modularized, competency based, self-paced approach. Twelve modules (learning activity units) were developed covering material equivalent to a one-semester lecture course. After one year of using the modules, the response of students to this approach has been overwhelmingly favorable. Students indicate several advantages: (1) although the course is primarily self motivated, it is structured to include considerable student-teacher, student-student interaction so students do not feel isolated and alienated from the teacher and other students; (2) students can work at their own pace thereby reducing the pressure imposed by deadlines and competition; (3) students prefer the competency-based approach (knowing what is expected of them) and the immediate feedback and reinforcement concerning their performance on competency tests.

Biology. The faculty member attended the American Institute of Biological Science minicourse on module making at the University of Massachusetts. On his return, he worked with a student colleague in constructing two audiotutorial self paced modules for possible use in the cell biology course. The modules were used in the course and met with such student enthusiasm that the participant decided to modularize the entire laboratory for cell biology. Accordingly, the next summer the faculty member developed additional modules on instrumental procedures and made the cell biology lab entirely self-paced.

Economics. A faculty member developed an effective innovative teaching device that would immerse students in the issues of introductory economics and provide a means by which students could develop skills in independently locating and utilizing resource materials in economics. He did this by designing a series of approximately fifteen projects (mini-modules) that students could complete at their own pace. The projects can be completed by individuals or can be used in modified form by groups of students or in typical classes. Most of the projects place a substantial emphasis upon the utilization of government documents. Others are oriented toward banking and finance. Still others are more closely related to the type of effort associated with the Social Science Laboratory and focus attention on topics such as general and specific purpose budgets, bonded indebtedness, planned and actual disposition of revenue-sharing funds, and the implementation of special purpose grants.

Physical Science. The faculty member developed an exploratory science course for non-science concentrators. The course was designed with a semi-modularized format. The student completes a certain number of units for a specific grade. The units may include traditional modules or may be tasks such as keeping a reading journal or participation in discussions and seminars. The design of the course allows for more diverse interests, needs, and abilities to be met and challenged in a greater variety of ways. The level of student interest should remain high while competition and time pressures are reduced.

Other restructuring went beyond the bounds of a single course. Examples are in the History and Communication Arts programs.

History. The restructuring of the sophomore-level American history course represents the most important curricular change made in this program. The actual implementation of the change in the fall semester of 1972 coincided with the implementation of the IDEAS educational program. The department had acted within the OPENS planning framework, and decided to offer the new course as soon as possible. The department based its change on the premise that the public/private sector of preparatory education (K-12) had the responsibility for acquainting students with the history of the United States, more particularly a rather thorough knowledge of the factual content. Thus the department turned from the traditional survey of American history, a year-long study broken into two semesters of work, and offered instead the new "Studies in American History," which seeks to examine American history critically and in-depth from selected perspectives; for example, the diplomatic heritage, the social heritage, the cultural heritage, the black heritage, the role of women in American history.

In restructuring completely the former traditional survey which the curriculum had offered, and (coupled with the new calendar—yearly, weekly, and daily) in changing their teaching methodology, the faculty produced a series of courses which meets the needs of history concentrators, and also better meets the requirements of non-concentrators by offering topics suitably related to their individual needs. Moreover, under the new format seminar/discussion methods increased at the expense of lectures, and greater student involvement resulted. Simulation games created and conducted by the students, history projects (batiks, paintings, decoupages, sculptures, original poems, short stories, one-act plays, collages, taped recordings) as supplements to analytical papers and book reviews, and utilization of student teaching assistants in conjunction with the Austin Teacher Program—all were developed in the period 1972-1975. Finally, much greater use was made of the media center, particularly in bringing films and clips into class as warranted by particular dimensions of American history being studied.

Communication Arts. The Communication Arts Department recognized the need to do more than make superficial changes. With the support of the Project Office, the Department's Program Advisory Committee, and a select group of students who were concentrating in the department, authorization to bring in a consultant was given. The consultant was to come to the campus and review the total program of the department. Prior to his coming to the campus, the students, functioning as an *ad hoc* committee, evaluated the department's courses, activities, faculty, teaching methodologies, and relationship to the College. Their reactions were drafted for faculty response. In a joint meeting, the students and faculty discussed the evaluations and recommendations. By the time the consultant arrived, both faculty and students were convinced that major changes were necessary. There seemed to be agreement that a proper response to the College's commitments required a review of the department's philosophy, the development of a coherent rationale for the department's responsibilities and relationship to other disciplines, and a reordered curriculum.

The consultant, Dr. Robert G. King of the Communication Arts Department of Bronx Community College in New York City, was greatly impressed with the groundwork of the faculty and students. He and his colleagues in New York City had just completed a five-year study of the very matters of immediate concern to th department. His recommendations in coordination with the work of the faculty and students in the department eliminated the need for a protracted period of study and redesigning. One faculty member described the process of redesign:

> Each course was considered separately. Each faculty member of the working team was asked to research the courses assigned by means of investigation of new texts and new formats for the communication process as described by Mr. King in our beginning seminar.
>
> We then brought outlines of general objectives as well as specific objectives for the courses for review, discussion, revision. Finally a revised form of syllabus was arrived at. I actively worked on writing two courses and studying and revising another.
>
> Mr. King did indeed help with the success of a new orientation. There was a great deal of animated discussion which resulted in some compromise. It was a healthy, stimulating session.
>
> I was very excited about our total project, which is to revamp, update, and in some ways, simplify much of our program. The coverage in each course is much clearer and the end product, hopefully, is a far superior program.

And some efforts involved new and growing programs, as in the case of a Sociology course and Asian Studies.

Sociology. The faculty member updated library and media resources related to the study of criminology and designed a criminology course that would combine theoretical learning with experiential learning. He examined library holdings related to criminology, legal processes, criminal investigation, law enforcement, deviant behavior and penology and ordered new library and media materials to make the collection more current. He then structured the criminology course around the seminar where students discuss basic theories of criminology and their own interests. In addition, the faculty member contacted law enforcement agencies, penal institutions, and judges in order to arrange student exposure to each of the institutions that deal with the area of criminal justice.

Asian Studies. During the life of the Project, the primary growth of this program has been due to the increase in library and media materials related to Asian Studies. The area has been immensely strengthened through the supplementary NEH library grant and the matching funds from the Clark Foundation. One faculty member has spent considerable time in the SRL viewing slides and films, preparing scripts, and searching bibliographies and publications for new or needed materials to add to the collection.

As already noted, the involvements of 50-65 faculty each summer over four years are too numerous to mention here. But to fill out a little more broadly, a listing of several other activities will be given here.

Classics Program. Preparations of detailed report on interinstitutional television operations and needs in support of an interinstitutional cooperative program in Classics.

American Philosophy. Redesigned for presentation over interinstitutional television.

Philosophy and Aesthetics of Music. Created, including the preparation of extensive bibliography, and designed with a research paper as an important part of the course for the student.

Immunology. A new course created.

Beginning Calculus. Redesigned on a self-paced basis, with study guide containing objectives, problems, and study hints.

Introductory Economics. Revised, Including preparation of educational media materials.

International Relations. Redesigned with faculty developed international relations simulation game that combines some aspects of the mock UN concept with the peer teaching and group research attributes of Policy Research.

Social Science Laboratory. On-going computer storage and analysis of regional economic data, peer teaching, television modules, slide presentation on the role of the Laboratory.

Biology Program. Computer applications for biological reprint file, isotope records, testing modules, statistical data analysis, student performanance surveys, experimental data records.

Chemistry Program. Qualitative organic lab simulation, computer-assisted instruction (CAI) in introductory chemistry, crystallography data reduction and compound cross-references, statistical data analysis, reaction surfaces, quantum mechanics applications in physical chemistry.

Mathematics Program. Computer use for cryptographic analysis and interpretation, numerical analysis program sets, demonstrative numerical analysis.

Music Program. Development of computer drill programs expanding the student's understandings of scales and modes.

Physical Education Program. Evaluation and analysis of fitness tests.

Business Administration Program. Systems analysis simulation, CAI in finance, data bank on local and regional economic activity.

The examples given here, both the longer case studies and the briefer listings, by no means include *all* faculty involvements in the Summer Resource Laboratories. A variety of other projects were undertaken by individuals and groups, ranging from the general, such as an individual's becoming acquainted with media usage, to the more specific, such as a faculty member's working with his student co-leaders to plan a C/I course. The examples that are given here are intended to show the breadth and variety of faculty involvements in the SRL's.

Progress Made Toward the Goal

The Project goal relating to faculty was expressed this way:

> *To foster faculty development toward a more responsive and supportive role as a human resource facilitating student learning and maturation in a wide variety of contexts.*

All the course revisions and developments mentioned above may be well and good for their own sake. In terms of the Project goal, however, *faculty development* is the central issue, and not new courses. Thus, the changes must be examined for what they say about faculty.

Certainly the Austin College faculty have been actively involved during the years of the Project. The *type* of involvement, indicated in the examples given throughout this report, shows substantial progress toward the goal. Many changes have occurred in response to concern for the individual student and in recognition of differences in needs, styles of operating, and goals. Thus, the student has more choices, both within particular courses and throughout a whole program (as in designing a concentration). This type of change seems to indicate much faculty movement in the direction indicated by the goal.

At the same time, with individualization has come, in many instances, a different role for the faculty member. Students are working more on their own, with faculty correspondingly serving more as guides and resources. This role change is also apparent in many of the curricular reforms.

In the area of instructional methods, other data support faculty development. In the spring of 1972, planning for the first in the series of Summer Resource Laboratories included the drafting of a set of twenty phrases of varied scope to communicate both the purposes and some of the processes of the SRL. Five of these twenty "objectives" dealt rather directly with faculty development in the area of instructional methods:

—To provide faculty with a wide range of experiences in various types of and approaches to learning.

—To help faculty acquire skills in various teaching methods and techniques and in utilizing educational technology.

—To provide understanding of the potential of educational technology and give faculty the opportunity to develop skills in using media and the computer.

—To help faculty acquire skills in alternative methods of defining instructional objectives.

—To help faculty acquire skills in developing and using modules.

The planners of the Total Institutional Project were aware that previous informal surveys had revealed a great variety of teaching/learning methods and styles in use at Austin College. Hardly any known strategies would be entirely new to the campus. Yet the statement of these "objectives" reflected a concern for broad-scale instructional development to support the "Changing Tasks and Roles in Higher Education" referred to in the subtitle of the Project. Special attention was paid to various "learning modes" during the several Summer Resource Laboratories, and progress was reflected in a collection of abstracts of individual faculty efforts and in reports on program development.

Recognizing that other forms of evaluation and reporting could not be counted on to provide systematically for information on this kind of program development, the Project Office devised questionnaires based on a preliminary set of faculty abstracts in 1975. The items on the questionnaires were a cumulative list of the instructional methods faculty said they were introducing, expanding, or developing as they worked in course planning during the summers. The intention was to find out how important and wide-spread these methods and strategies had become and to what extent they might indicate the directions of significant change in the educational program.

Each faculty member was asked to respond concerning each course taught during the Fall and Spring Term of 1974-75 as to which if any of the approaches on the list were significantly used with that particular class. Then the Program Director for each of the 21 curricular programs was asked to summarize the results for his program and to indicate which items on the list had been significantly increased since the 1970-71 academic year. The cover memorandum to Program Directors attempted to focus this inquiry on two broad questions:

> What is the IDEAS at Austin College educational program like as to its approaches to teaching and learning?
>
> In this respect, how is it different from the Austin College curriculum of 1970-71?

From the beginning it was recognized that such a survey would have certain limitations of scope and objectivity. The approaches listed on the questionnaires included, somewhat arbitrarily, only those identified in the preliminary set of abstracts (there was no mention of lectures, for example). Although faculty were invited to add to the list and many did so, the additional items were so variously worded that they could not be reasonably summarized. Both the questionnaires for faculty and those for Program Directors called for personal judgments concerning significance, deliberately avoiding any attempt to define for the respondents what might properly constitute either "significant use" or "significant increase." Thus the result is a composite picture of faculty and Program Director perceptions regarding a partial list of strategies, resources, and methodologies.

Table I is a summary tabulation of the data collected on the listed items. The picture that emerges is one of marked increases in individualized and student-active modes of instruction and in the varied use of educational media and technology. The most dramatic increases were in peer teaching, self-pacing, alternate assignments or alternate learning tracks in the same course, simulation games, and such media as audio tapes, films, slides, and film strips. Somewhat less dramatic but also impressive were the increases in student-originated projects in courses, task group approaches, programed instruction, and use of computers, transparencies, and videotaping.

Independently derived data are available on media use and production and on interactive computing in the records of the Educational Resources and Interactive Computing Service Units of the Institutional Project. These data confirm the judgments of program managers concerning the radical increase in the use of educational technology. Media records indicate an increase in all categories of services ranging from a ratio of three-to-one to a ratio of eighteen-to-one during the period of the Project.

The Interactive Computing Service Unit reported that ten different programs made major academic use of interactive computing as compared with only marginal use prior to the Project. Applications included use of testing modules and the introduction of data retrieval applications. The unit's principal objective—that of promoting and assisting in the use of computing in the educational program—appears to have been well realized. In addition to the C/I familiarization program, between one fourth and one third of the faculty make occasional use of interactive computing as appropriate to their needs. Attitudinal changes are difficult to assess, but reasonable progress is evident in developing an openness and receptivity to computer-based methods and materials throughout the

TABLE I

SURVEY OF INSTRUCTIONAL METHODS USED IN THE 21 CURRICULAR PROGRAMS AT AUSTIN COLLEGE, 1974-75

Instructional Method	No. of programs reporting significant use in 1974-75	No. of programs Reporting Significant Increase in use compared to 1970-71
Use of educational technology		
Slides and/or film strips	18	12
Transparencies	16	10
Audio tapes	17	13
Cinema (movies)	18	12
Computer	11	8
Simulation games	11	11
Videotaping	10	8
Live televised instruction	5	3
Laboratory; "learning by doing"	16	6
Use of peer resources		
Peer teaching	16	15
Group interactive methods		
Task group approach	14	10
Discussion group approach	18	10
Use of problem solving approaches	20	10
Use of programed instruction	12	9
Use of self-pacing competency-level materials	15	14
Use of alternate tracks in the same course	18	11
Use of choices among assignments in courses	19	12
Use of learning contracts	11	7
Use of student-planned courses	14	7
Use of student-originated projects in courses	15	10
Use of conference mode of individualized instruction other than in directed and independent study courses	14	7

Of the twenty-one curricular programs, the number shown reported a significant increase in the use of this method, resource, or strategy in 1974-75 as compared with 1970-71. For two of these — Communication/Inquiry-Communication/Leadership and Policy Research — there were no comparable curricular programs in 1970-71. Two others — Communication Arts and Geographic Area Studies — have undergone very radical expansion and refocusing since 1970-71. Ten other programs have been fundamentally redesigned throughout, with varying degrees of curricular revision in the remaining programs.

educational program.

These separate reports of the Media and Computing Units reinforce the findings of the Instructional Methods Survey. All results clearly substantiate the main conclusion: there has been broad-scale faculty development in the direction proposed and fostered by the Total Institutional Project.

In a more general way, results of the Institutional Functioning Inventory and the Institutional Goals Inventory show that faculty and students perceive innovation as a commonplace occurrence at Austin College. The specific nature of the innovations occurring is not identified in the Inventories, but that should be apparent from the earlier narrative of this report.

In regard to the SRL, all evidence indicates that it was an overwhelming success. In the In-Depth Interviews, both faculty and students cited the SRL as beneficial, and this was supported numerous times in reports of individual faculty on their SRL involvements. An excerpt from the report of the Student Program Advisory Committee illustrates their feelings:

> The Summer Resource Laboratories have been very valuable. In fact, it is considered suicide to discontinue them . . . One indication of the value of the SRL is the amount that has been accomplished each summer, not just in programs, but in the renewal of people.

Thus, some students have seen a change in faculty. It appears that the institution's resources were marshaled effectively, and that the primary approach used to reach the goal was well received.

Further evidence of role change is woven throughout faculty accounts of their experiences. In various places faculty acknowledge a shift in the use of their time. Not that any savings in time have been effected by the Project, but some faculty have indicated that they now have and take more time for individual assistance to students. In turn, this outcome suggests that faculty have restructured courses and that the restructuring has been done in such a way that faculty roles are more facilitative and supportive.

Problems do remain, one of which is the concern among some faculty about the extent of their involvement in the interdisciplinary core courses. This concern is related to overall workload problems in general. The report of the Program and Project Steering Committee expressed it this way:

> Throughout the program reports a common theme, perhaps the number one issue, is time for faculty to do their work . . .
>
> Related is the expressed frustration of having to meet interdisciplinary demands, with a resulting loss of competence in the faculty member's area of expertise. Faculty feel they should

> give priority in the use of time to their own discipline. The perceived reduction in effectiveness in the discipline is due to both an overall time problem and the involvement in interdisciplinary activities. The frustration in being unsatisfied in one's activities can be debilitating. Also, individuals differ in their ability to carry on different kinds of activities simultaneously.

Certainly, part of such a response is natural during a time of peak activity, such as the Total Institutional Project. And the resistance to core involvements may also be natural in an educational program that has so recently institutionalized new ones. The resistance may decrease on its own as time passes, and as other procedures are instituted that affect overall workload (see next chapter). On the other hand, some adjustments or lessening of core tasks may be necessary in the future.

Conclusion

As with student role changes, precise documentation of faculty change is difficult. The case study approach has been used in this chapter to try to provide some documentation. The many instances of individual effort on the part of the faculty members cannot be denied. As the Faculty Review and Advisory Committee observed:

> In regard to the three goals of the Project, there are some feelings that the first two (student and faculty) have been achieved, although documentation is difficult. From an educational point of view, techniques have been followed that should lead to fostering self-directed learning and facilitating the maturation of learning. The use of the techniques can be documented.

Moreover, fostering faculty development is also a process, as is fostering student self-direction. Perhaps the Austin College faculty is not yet to the point on the continuum where there is ease and advanced capability in facilitating self-directed learning on the part of students, but progress does seem to point toward that direction.

Chapter 4

Impact of the Project On the Institution

Statement and Amplification of the Goal Relating to the Institution

The role of the institution, and change in that role, were considered crucial in the Total Institutional Project. An obvious factor was the need for the College to be supportive of the Project activities undertaken by students and faculty. But there was a fundamental concern for sustaining the spirit of renewal beyond the period of the Project so that change could become a built-in mechanism of the College's operation. The Project goal relating to the institution expressed this concept:

> *To develop and implement College-wide structures and modes of operation which will enable the College to maintain a process of institutional self-renewal on a long-term, continuing basis.*

Many items were included in this broader goal, each a significant factor in itself and at the same time a necessary constituent part of the broader goal:

a. To combine many reform and self-renewal programs, some common and others uncommon, to forge a unique comprehensive effort involving all members of an institution and coordinated from top to bottom (rather than segmentally) over a four-year period.

b. To use multiple means simultaneously to change an institution—new calendar, Summer Resource Laboratories for retooling courses, infusion of consultants, new governance and management systems, new reward systems for faculty and staff.

c. To work on administrative role changes and administrator/faculty relationships concurrently with educational role changes and faculty/student relationships.

d. To strive to gain acceptance of educational research and development as a part of the career responsibilities of liberal arts faculty members and as a means of meeting the future needs for educational creativity and leadership on a broad basis.

e. To dovetail current time- and finance-limited reform efforts with newly developed on-going programs so that they become part of institutionalized structures for renewal.

f. To institutionalize the potential for continuing renewal not just by lines on an organization chart but also by nurturing the capabilities and talents of individuals.

Several of these sub-goals were stated in a general way at the time the Project was conceived. In the original proposal, the impact of the Project on the institution was seen this way:

> This project will allow Austin College to strengthen its commitment to planning and to purposeful change. The concentrated effort (in a relatively short period of time) on a comprehensive project (involving all aspects of the institution) will provide mutual benefit and support for all parts of the project. Such concentration, however, demands intensive work and productivity, Austin College is ready for this peak level of activity in order to sustain the significant progress and momentum which have already developed.
>
> The College will continue to fulfill its role of educational leadership in the Southwest and service to higher education through this project. The College will be able to aid other institutions and be benefited itself. Media and educational technology will be used along with cooperative interinstitutional relationships to establish effective and economically feasible programs.[1]
>
> More than anything else, the quality of the Austin College program—with the impact of the humanities in elevating value consciousness of the entire program and the impact of the sciences in providing rational methodologies and resources for all programs—will change the substance and the style of the educational process in significant ways.
>
> Science and humanities education will be improved within each discipline and area. Each existing course in the sciences and humanities will be completely redesigned in terms of the new approaches and project goals or will be replaced by new courses or programs. These programs will be individualized to meet student needs and less formal approaches will be used in both

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[1] This paragraph refers to interinstitutional parts of the Project which were not funded and thus were not undertaken.

on and off campus programs.

A set of processes to effect change in education in terms of new goals for education and a set of new evaluation procedures will be developed and tested. For example, the evaluation of faculty for promotion and tenure must be responsive to the new roles and the new program. Institutions must understand better the processes of purposeful change and strategies for cooperation and evaluation if they are to survive in this crisis time for educational institutions.

Thus much was envisioned in regard to the institution. This in turn called for a variety of approaches to strive toward the goal.

Approaches Used to Reach the Goal

The "Total" Aspect of the Project

The "total" aspect referred to the attempt of the Project to be all-inclusive, to involve all parts of the institution in change. The hope was that a synergistic effect would occur whereby more change would take place than would be the case in a series of separate projects. It seemed that too often efforts in one area became "lost" because everything else in the larger framework continued as usual. Moreover, the total approach meant that all the pieces would be brought together and dealt with as a whole, a marked contrast to the specialization and isolated independence that ordinarily exist in a college with its departments, courses, and special operations.

Totalness also included an attitude or way of thinking about the College and its program, an attitude exemplified in working processes. It was a "How do we" emphasis on working together, with all realizing that everyone shared common goals in advancing the College, that all were in it together. The climate became one of working together and purposeful change.

Further, increasingly the economics of operation was becoming a factor. Separate operations had the potential to accumulate costs and problems that could be almost impossible to handle. Thus, an approach was needed that could be more flexible and move more quickly to make impact on the entire institution. Technically, the Project appeared as an operation outside the mainstream of the College's yearly activities. Most Project involvements came in the summer. During the year, the Project Office monitored progress, worked on plans for the next summer, and had direct relations with advisory groups and individuals. Operationally, however, the Project was much more complicated and even seemed a paradox. In one sense, it was a separate undertaking given high priority, and in another sense, it was the basic operation of the College. With the educational program already legislated and being implemented by the

Project, the Project was integral to the everyday routine of the College; yet it was new, subject to experimentation, change and improvement. The regular college program with faculty, students, deans, and committees was involved, with individuals performing usual functions, but also with people studying and evaluating what was being done and planning next steps. Roles were changing and the frustration with the mix of the old and new roles resulted both in attempts to perform new roles or techniques and in slipping back into old patterns. Thus, the Project was operating the College "as usual" in terms of the regular schedule of events, and simultaneously it was also providing a whole new impetus for change. This mixture was symbolized by the existence of the Program and Project Steering Committee, a group of administrators who assured the fusing of Project and regular activities. Such fusing underscored and provided a means for the totalness of the Project.

And the totalness of the Project went beyond strictly Project-related activities. Impact came on other College operations, primarily through the participation of the Project Director and the Project Coordinator in the regular Governing Council, Committees, and Workshops of the College. Further, the Project Director, as Dean of Educational Research and Development, was responsible for processing proposals for other projects, such as Student Originated Studies and individual faculty research projects. He also was a participant and counselor in procedures for the development of career plans for individual faculty (explained later in this chapter). Thus, the Project was truly a major resource activity for identifying issues, providing ideas, and maximizing opportunities for the total college operation.

Office of Educational Research and Development

Prior to the beginning of the Project, Austin College established the Office of Educational Research and Development. The position of Dean of Educational Research and Development was created and filled by Frank Edwards. He was also named Project Director in the proposal to the NEH and the NSF.

With the creation of this Office and position, the College recognized the important role of creative leadership for the Project and for striving toward the Project goal relating to the institution. Thus, a Project Director was not just simply named. Instead, a position was created that would have broader and longer lasting ramifications for the College, with the Project directorship being one of the responsibilities involved.

The role of the Dean of Educational Research and Development was defined in terms of responsibility for educational planning and development, for providing leadership and information on issues and trends in higher education, and for helping to maintain a climate of creative development for ideas and innovations dealing with educational problems and issues. The Dean of Educational Research and Development coordinated the planning of educational projects, proposed programs, and assisted in the preparation of projects on college-wide programs and issues. For example, he worked with and assisted faculty in the development of research and educational projects, coordinating these prior to the submission of proposals. He assisted with the proposals, the evaluations of the research, and the operation of projects where required. In this and other ways he served as a resource person in the Career Development program and represented the College in many interinstitutional cooperative projects. By being an ex-officio member of the College's Governing Council and a member of the Executive Office, the Dean had the opportunity to make input and help raise issues so that the College would be kept aware and in a climate of creativity and innovation.

The creation of the Office of Educational Research and Development illustrated a problem that many others in complex organizations had identified: the tendency for routine operations to absorb the time of the line-operating executive, leaving inadequate time for planning and creativity functions. The experience of Austin College over two decades confirmed this tendency as a problem. Consequently, in each period of the College's major curricular and program revisions, separate committees and task forces were organized, thus separating people from their regular operations for the study and creative planning. (The traditional self-study process for reaffirmation of accreditation is designed along this same pattern of separate committees and planning operations.) Thus, the central leadership for the Total Institutional Project was likewise separated from the mainstream of on-going operations through the establishment of the Office of Educational Research and Development. At the same time, the Office was related to the building of a stronger and more creative operating structure and process for the College.

Consultants, the Advisory Panel, and the 125th Anniversary Commission

Basic to the Project was the use of a variety of people to bring to the College an impact from the broader world of higher education. Consultants were certainly important in the Summer Resource Laboratories, as they brought information and ideas as a resource for the College's Project.

A second approach has involved the use of recognized authorities to critique the Project in light of their background and understanding. This was expressed structurally through the Advisory

Panel, described in Chapter I. The use of the Panel was a test of the hypothesis that using consultants collectively over an extended period of time would be of greater benefit to the College than using them only singly or for a limited time.

The Panel's liaison role to the funding agencies was very loosely construed by the Panel and was focused primarily in guiding the evaluation of the Project. With the Panel, outsiders who nonetheless had become familiar with the College and versed in the progress of the Project were available for help in formulating evaluation plans and for actual participation in evaluation.

This experiment in the use of consultants was a most helpful device. It not only gave the College better use of consultants over a three-year period, where continuity and getting to know the College and one another were extremely helpful, but also the team effect of the Advisory Panel was beneficial, with the interplay—even the differences of opinion that surfaced as issues were faced—being instructive. The liaison role to the funding agencies brought a degree of objectivity and "arms length" evaluation to the process. In this regard, the Panel was especially helpful in identifying criteria and establishing procedures for the interview part of the evaluation plan. The Panel's own evaluation of the Project is contained in a separate report submitted to the funding agencies.

A third approach to the use of outsiders occurred during the time of the Project, though it was not directly a part of it. This was the 125th Anniversary Commission of Austin College. Created by the Board of Trustees, the Commission was composed of 125 people with various backgrounds and areas of expertise. Some had particular interests in programs, while others had special constituency relationships.

The Commission accepted a three-part charge from the Trustees, (1) to review the College's educational program and to make recommendations for planning next steps, (2) to broaden and strengthen the College's constituencies, and (3) to focus attention on Austin College during its 125th anniversary celebration. To accomplish these objectives, the Commission was organized into two sets of committees—program committees and constituencies committees. In addition to the Commission and its functions, there was also a campaign to help celebrate the 125th anniversary. Conducted by the Trustees, the Development Commission, and staff, the campaign sought to raise $12.5 million, much of which was to help endow and underwrite the programs of the College.

For the Total Institutional Project and the 125th anniversary year to coincide was a particularly fortuitous circumstance. It gave an unusual opportunity to communicate to the constituency groups the complex and innovative programs which were emerging from the

Project and its installation of the IDEAS educational program. For example, there were several special events which provided communication and education for the College's constituencies. Publicity material for the 125th anniversary added to the broader public understanding. The 125th Anniversary Commission concluded its work with a report to the Board of Trustees entitled "Bridges to the Future." This report and related Commission materials have been fed into the Project processes as additional critique and suggestions for consideration in program adjustment.

Professional Development of Faculty and Staff

Providing resources for personal renewal certainly was done through the Project, especially its Summer Resource Laboratory. This was also considered a part of the College renewal aimed for the institutional goal.

At the time the Project began, the College was in the early stages of planning and developing a Career Development Program whereby faculty and staff needs for growth would be coordinated with the institution's needs. Self-fulfillment of the individual's own professional goals was to be facilitated through the continuous support of the College.

The Total Institutional Project and Career Development Program were related both substantively and philosophically from their beginnings. An early statement of that relationship came during an April 13, 1972, meeting before either of the Project's supporting grants was awarded and before the Austin College Board of Trustees had taken official action to approve the Career Development Program. When a question was raised about possible faculty reluctance to participate in one of the self-assessment and retraining procedures of the first Summer Resource Laboratory, the Project Director's response was an unequivocal expression of the relationship:

> We should not present the Project and the summer activities as something apart from the continuing relationship of a faculty member to Austin College. In the Career Development Program, that type of growth will be infused into the relationship as a whole and not as a separate summer activity.
>
> The Project will be the strongest way for a faculty member to get at the business of Career Development.

Or, expressed another way, the *concept* of the SRL—the College's helping faculty develop professionally within a framework of joint agreement that meets the needs of both the individual and the College—would be institutionalized in the Career Development Program.

Career Development emerged from the College's concern for faculty and other program personnel in today's changed situation in higher education, changed in terms of the concept of tenure, job markets, evaluation, obsolescence, creativity, salary and economic conditions, and new roles and career requirements, especially in the small liberal arts college. These all combined to bring new thinking about faculty and staff, the key to the quality and creativity of the College and what it can do for students.

Accordingly, a task force was appointed to work on these problems. As a result of that and other staff work, the Board of Trustees took major actions regarding the College's personnel policy, all interrelated and in some ways touching on the Career Development Program.

There was a reinterpretation of the College's concept of tenure. Professional development of the faculty member was built into the Career Development Program and required of all faculty, tenured and non-tenured, and other program staff personnel. In this way the College began assuming the risk of keeping a faculty creative rather than relying on turnover of young faculty. It was the risk of having a high percentage of tenured faculty and the risk of having higher salaries for older faculty. Careful evaluation and standards for promotions and tenure would be needed, and the decisions and administration of these judgments would have to be handled carefully because of the long-term implications for the quality and creativity of the faculty. At the same time, the changed job market situation with the surplus of doctorates meant alternative career development plans were especially important.

A new compensation standard was designed to insure that the College would build in salary levels that would be realistically competitive. The minimum target for average faculty compensation is the mean compensation in twenty other institutions specially selected for a balance among the various types of colleges and universities with which Austin College competes for faculty. Salaries of individual faculty are based on the contribution that the faculty member makes to the College and on the merit of that individual's performance and contribution, adding to the security of the new tenure policy.

The Career Development Program itself became a process for each faculty member to document his understanding of his present role and responsibility at Austin College. Career planning and evaluation became the key factor in promotion and tenure questions. The faculty member must be specific about his personal goals and plans for professional development, and propose a specific plan for the next four years. He works out the career development plan with his Program Executive (Area Chairman), and there is also available a career development counselor, appointed from the tenured faculty, and others to assist the faculty member in thinking through and planning his career development. This process is done on a four to five year cycle and is a basic element in the individual's self-renewal processes incorporated into the total program of Austin College.

The Career Development process takes somewhat the same approach that the College uses with students for personal goal-setting and educational plans and applies it to faculty. It also attempts to match the personal goals of the individual with the institutional goals and priorities and educational needs. When both personal goals and institutional goals are coordinated, the personal fulfillment of the individual contributes also to the development and the success of the College. This process then results in the individual's plan for short term study leaves, special projects, writing a book, research, sabbaticals, etc. The individual's plan is coordinated with the College's plans, schedules, and ability to help underwrite portions of the specific plans. The plan becomes a conscious and specific effort for the personal growth and development of the individual faculty member in the context of the College's capability.

In terms of the Total Institutional Project, the Career Development Program attempts to provide in a more personal way for the individual faculty member to continue professional development along some of the carefully considered and relevant ways that were part of the Summer Resource Laboratory. (Even group approaches either during the year or in the summer are still possible.) The Summer Resource Laboratory was very important in initiating faculty into processes of personal goal-setting and evaluation.

Thus, what is happening in higher education, what is relevant for the College, and what is relevant for the individual are all parts of the context for the continuing career development concerns. Career development becomes the essence of fighting the problem of obsolescence. With the career development process really working, both for the individual and for the institution, it is one of the keys to individual and institutional self renewal.

Goal-setting, Evaluation, and Renewal on the Program Level

One of the most significant contributions of the Project to long-term institutional renewal was exposing faculty to and giving them experience in the process of goal-setting and evaluation in relation to programs. This came about through the Summer Resource Laboratories, first in regard to core programs and then with respect to departmental programs. In the original proposal to NEH and NSF, there was a management and structural element to deal with these issues and to institutionalize the processes. That element, however, was not funded.

Yet the College knew it had to deal with this basic problem. Thus, without Project funds, the College expanded on what had begun in the Summer Resource Laboratories in terms of program renewal. This was done by designing and installing new governance and program management systems.

Austin College has a history of concern for effective operational structure and management, and a great deal of experimentation had occurred over the past two decades or more. In more recent years, however, the change process had greatly accelerated—change in the conditions and responsibilities of college operations and interrelationships in fast-moving external conditions, and in the imposing of legal restraints and affirmative action responsibilities. Neither the former faculty governance in the "town hall meeting" approach nor the authoritarian approach of a president, characteristic especially of the small liberal arts college, seemed feasible any longer. Any combination of the two did not really suffice to deal with the modern problems of a college and its leadership and management. Related was the changing role of Trustees, both in terms of corporate and legal responsibilities and liabilities, as well as constituency representation and participation, and in heavier burdens of institutional finance. Such changes created new concerns for ways to preserve the values of the former systems and ways to design a structure and management program that provided for creative programs and leadership and also for effective but flexible methods of operation adequate to deal with rapidly changing conditions.

During the OPENS process there was agreement that, although there would be study of governance and structural problems, there would be no action until a later time after program changes had been legislated through the regular channels. Also, it was understood that the structure was to be basically a matter of the Board of Trustees' method of sharing its responsibilities for governance with faculty, administration, and students. Accordingly, the issue of structure was a matter of recommendations by the President to the Board after study and staff work had been handled through members of the College community.

Thus, after the new educational programs had been legislated in 1971, a process of study and experimentation was undertaken regarding the problems of structure, governance, and management. In meetings and workshops with faculty and students during 1973, different models for governing boards were studied. Related were struggles with different management philosophies and techniques, such as management by objectives and program budgeting, and with paradoxes related to management, such as the necessity for change versus the natural human tendency to resist change, or the reconciliation of broad participation with strong and responsible leadership. The Board of Trustees established a committee on structure and governance, and it both worked on its own and reviewed the processes of various other committees and their work.

Finally, all the studies and staff work were consolidated, but no clear direction seemed to emerge. Thus, a Board of Governing Councils was established as an experimental way of trying some *total* approaches in relating all of the then existing councils, as well as bringing in certain other individuals. This group met at least once a month for an entire year, reviewing what was happening nationally in terms of college governance and looking at various alternative models, trying to find a structure and design that would be appropriate for Austin College. This process proved to be a very good one for gaining understanding about the complexity of the problem. However, it was also frustrating because there seemed to be no theoretical model that came to grips with the fundamental problems and at the same time was practical in the Austin College situation. Through some additional staff work, a different approach was designed. This approach considered the governing process more from the standpoint of individual program units and used them as building blocks to design the system. The Board of Trustees then had to define the structures in such a way that it could share the governance responsibility. This resulted in the establishment of the Governing Council and the Program Management system.

Four elements are involved in the new governance structure and in the Program Management Systems. These are a comprehensive partnership style, program operation and processes, basic stance and policy, and sharing of responsibility.

a. Comprehensive Partnership Style

As more cooperative approaches are employed in the teaching/learning situation, so too are similar strategies being adopted in the operational side of the College. This comprehensive partnership style means that a total approach is taken in regard to the College's organization and structure. Everyone — from trustees to students to constituencies — is involved for effective and efficient use of human and financial resources. There can thus be a creative and individual force, yet also a coordinated mix and team. Processes can be institutionalized so that the College has an identity and role of its own, and still there can be capitalization on the individual initiative and creativity of people.

b. Program Operation and Processes

Key to the Program Management approach and fitting it into the broader governing structure is defining each "program" or operating unit by function or assignment and then considering how to put those program units together as building blocks for the structure. Basic also is the striving toward a *creative* approach in each program unit where it counts most and where the people most concerned with the program are. The "Program Director" is responsible for the program unit and has an advisory committee for input and evaluation. Each program unit assumes the assigned responsibility, setting goals required to carry out the program activities, and defining both the necessary resources to accomplish the tasks and evaluation procedures for determining how well it was done. This operation calls upon the faculty to serve the College and carry out its operation at the broadest base and as the crucial point of quality for the individual program.

Administrative units for program operation and coordination are grouped into four areas or divisions—Humanities, Sciences, Social Sciences, and Educational Advising. Each area is headed by an Executive responsible for the program budget and operation of the division. The Program Executive shares as appropriate with each program director the tools needed for carrying out the program and the challenge to have a creative program of excellent quality.

A matrix type of structure is a part of the Program Management system to increase understanding of the interrelated nature of the many programs and staff assignments. Fundamental to this matrix is the concept of multiple assignments (the "wearing of two or more hats" and indeed being responsible to several people for different phases of the program). It also provides a home base for each faculty member in his field or discipline program. The matrix is also a method of identifying the number of multiple assignments and the workload for the individual faculty member, and keeping both in a proper balance.

The coordination and communication regarding the program are the initial responsibility of the Program Director and the Program Executive, although the Administrative Secretariat is ultimately responsible to see that staff work is completed and the overall institutional goals and stance of the College are being met.

One of these other devices is an administrative coordination group, the Administrative Secretariat. Composed of the four Program Executives, the Dean, and the College Secretary, the Administrative Secretariat is the official and College-wide way of documenting and communicating decisions by program units. Also, budget and other resources are brought to bear through the Secretariat and its related executive operations.

The Program Management System is designed to produce for each program unit a statement of understanding about its assignment, a statement of its goals, program activities or tasks to accomplish its goals, an inventory of resources requested and made available to carry out its program, and an understanding of the evaluation process and reporting of its accomplishment. If this succeeds, then much will have been accomplished. And the accomplishments will be a direct outgrowth and extension of the processes initiated by the Project.

Further, the Program Management processes are scheduled on a short-range (this year and next) basis as well as a longer, five-year basis. Results are to be coordinated and summarized by the Program Executives. Thus, the Program Management System has the potential to produce a full statement of the College's program and operation, the type of statement useful to the regional accrediting body. Accordingly, with the help of the Southern Association of Schools and Colleges, Austin College is using its Program Management System as a non-traditional approach to self-study for 1965-1975. Much work done for evaluation of the Project is being used in the non-traditional self-study. Austin College believes that this approach is more appropriately focused and will demonstrate the quality of the program in meeting more than the traditional standards of basic accreditation. It may also, with the help of the Southern Association staff in analyzing the procedures and results, provide some clues to a better approach for the self-study process in the creative liberal arts college.

c. Basic Stance and Policy

Basic changes in program or policy, especially as they affect several program units or the fundamental stance of the College, must go through the proper legislative channels. A program change within the program unit's responsibility which does not affect others, can be made by the Program Director, with the coordination and assistance of the Administrative Secretariat. All changes are reviewed by the Administrative Secretariat, and any major change in the educational program becomes a legislative matter for the Governing Council. While the Program Director, with any assistance from his advisory committee and his Program Executive, does the staff work for the legislative process, the Administrative Secretariat determines the adequacy of that staff work on the legislative matter (and also on some college-wide matters with a task force or other committee work required before it proceeds further in the legislative process). When adequate staff work has been accomplished, then the matter goes to the Governing Council.

The Governing Council is composed of elected faculty and student representatives and includes administrators and staff representatives. Also, a Trustee-in-Residence and the President are ex-officio members. There are two safety valves in the legislative process. One is an elected Faculty Review and Advisory Committee which serves as a "watch dog" for the faculty on legislative matters, especially those dealing with curriculum. This committee has the right to ask for reconsideration of a legislative matter or even to initiate an appeal procedure. Such procedures may evolve after faculty discussions and go to the Board of Trustees. A second group is the Student Program Advisory Committee, composed of elected students and officers. The student group functions in a manner parallel to that of the faculty committee, with particular interest in matters affecting campus life.

Any item, within a single unit or not, which affects the basic stance of the College must go from the Governing Council to the Board of Trustees for consideration. The Board of Trustees thus retains legislative responsibility for major policy items.

d. Sharing of Responsibility

Institutional leadership and administrative matters were carefully considered by the Board of Trustees, especially after they considered the role of Trustees in providing the continuity, corporate responsibility, and leadership necessary for perpetuating the role of the College. A considerable amount of discussion focused on the way the Board itself operated, how the Board was staffed to carry out its operations, and how much delegation and sharing of responsibility was possible in terms of campus operation. Thus, as seen in the principles already enunciated, the Governing Council was created to serve as the on-campus legislative body. For the parallel operational side, an Executive Office was established composed of the President and other designated executives. The Administrative Secretariat was designated as the device for coordination, communication, and expediting of campus operations.

A separate Corporate Office was also established, composed of the President and certain other executives, to be concerned more closely with the operation of the Board of Trustees, finance, construction, and development. These activities are broad corporate and institutional matters where Trustee involvement is more crucial. The corporate executives work with the Trustees and also call on many of the administrators and faculty members within the college campus community to assist with corporate matters.

In both the Corporate Office and Executive Office, the concept of the multiple executive or team approach is used. This means that although the President is responsible, his responsibility is shared with the other executives for their respective areas of responsibility. They operate both individually with multiple responsibilities delegated by the President, and collectively as a multiple executive team. This same principle of shared responsibility and the team approach applies at other levels in carrying out the various program operations of the College.

One of the significant principles throughout the thinking and design of the structure and of program management has been the use of students and sharing of responsibility with them. The traditional student government was abolished a number of years ago, and undoubtedly the influence of students in the governance process and in the Project has been significant. Students are involved in each of the program advisory committees, and their input at that level is broad and significant. And there are other more obvious and more specific involvements of students. These include the Governing Council, the Residence Halls, and the Student Affairs Office, staffed by students and a part of the community living operation. Another is the Student Development Board through which students are involved in the development of the College, both in terms of student recruiting and funding. These student involvements are seen as significant educational opportunities for carrying responsibility not otherwise usually encountered by students during their college careers.

The interest in self renewal is especially evident in the Board's sharing of responsibility in the structure and the program management system. However, it is also included in the Board's own cycle of review and evaluation. The Board is a working group, and each year it examines a major part of the College's operation. Over a four-year period, the Board studies the entire College program and operation. That kind of involvement at the highest level helps to assure renewal.

The Program Management System attempts to build in the planning and creativity at the first line of program operations. Because the risk is high (in terms of the experience of business, government, and the College itself) in instituting planning and creativity at the operational level, the College has created the office of Educational Research and Development as a safeguard to insure the continuation of creativity Yet why shouldn't the people who know the problems best, and who are the source of many of the best ideas, be able to give the creative leadership? If the system is proper, it should encourage that type of creativity. Such a broad based effort is worthwhile, and creative procedures, forces, and leadership are possible.

Progress Made Toward the Goal

It is important to keep in mind the broad goal concerning the institution:

> *To develop and implement College-wide structures and modes of operation which will enable the College to maintain a process of institutional self-renewal on a long-term, continuing basis.*

The preceding section attempts to show that "structures and modes of operation" were indeed developed and implemented. One of the modes of operation concerned the totalness of the Project, and evidence that the Project was indeed total came through the In-Depth Interviews. There faculty indicated that it was not apparent which part of the institution benefited most from the Project. This result seems to indicate that the Project had a pervasive impact throughout the College.

But as for continuing renewal, more is needed. Obviously, the Office and position of Dean of Educational Research and Development are crucial for the College in terms of its educational creativity and leadership. Both will be maintained. Although the position is vacant at the moment, the functions are shared by several people in the interim before a replacement is made. The Board of Trustees is serious about this kind of educational leadership and has already made proposals for the endowment and financial underwriting of this position and program. On a broader basis, the function is now supported with a large group of faculty and staff who have had experience and acquired skills in educational creativity.

In terms of outside review and input from others, two new programs are emerging. First, a new constituency program will involve alumni, the church constituency, parents, and residents of the local area. This program is being implemented at the present time and has particular significance in that the Trustees are also adjusting their structure with advisory committees for each constituency group reporting directly to the Board of Trustees. The program for each constituency group then will be carried out along the lines of three objectives: (1) getting understanding of the College, of education, of programs; (2) providing external leadership for the College and providing opportunities for involvement of constituency groups; and (3) providing students with the opportunities of educational choice, and providing money, both in terms of annual giving and in terms of long-term endowments and estate planning. This program will work to provide a truly interactive process of mutual understanding and service between the College and a very specifically identified group of individuals who believe in and are concerned about education and who are in turn served by the College. This re-organized and re-vitalized constituency base will serve as a foundation for the future development of the College.

Second, the Board of Visitors and Advisory Panel concepts are being fashioned into a group of advisors and visitors who will assist the three major academic areas of the College: Sciences, Social Sciences, and Humanities. This program will be further developed and installed next year.

All of this effort emphasizes the total institutional approach to knowing what is happening in the area of higher education and the impact that it should have through critique, advice, and consultants on a continuing basis. The College can benefit by being aware of those issues, while at the same time identifying the constituency group in order to have an impact on them by providing programs relevant to the needs of the constituency. Such two-way interaction can help assure the self-renewal, relevance, and perpetuation of Austin College.

Regarding the professional development of faculty and staff, the Career Development Program is now fully operational. In addition, outside funding has recently been secured to support the program. The Advisory Panel identified both strengths and weaknesses of the current program. Also, however, it assessed the priority of the Program for the College:

> Career Development fortunately is being considered top priority for funding at Austin. This is essential both from the aspect of self-renewal which is a basic principle on which the college is operating, but also because of the continuing new skills that the faculty will have to acquire in order to maintain the changes that have already taken place and the continuing change that is now also a basic process at the college.

Goal-setting and evaluation of programs will be continuing through the Program Management System and new governance system. The System will be installed fully through the College's Non-Traditional Self-Study now underway and scheduled for completion for 1976.

Frustration in the governance and management systems comes out very strongly in the In-Depth Interviews, and the Institutional Functioning Inventory shows a relatively low rating in the item "democratic governance." But it must be remembered that governance and management changes were delayed purposefully for one year so that educational changes could proceed. Further delays were caused by lack of funding, solved only recently with the securing of a grant from the Kellogg Foundation. Thus, these systems still need time to mature operationally, though it can safely be reported that the structures are now in place.

Conclusion

As the Faculty Review and Advisory Committee noted, this institutional goal concerns projection, and progress toward it really can be assessed only with the passage of time.

There are structures present at all levels of the College, though some in different forms, to continue on a more routine and regular basis the dynamic of renewal generated by the Project. Progress in implementing these structures should come now that the focus of attention is on them.

Chapter 5

Strategies and Insights: An Overview

In this overview section, it should be noted that although this report describes the Austin College Total Institutional Project around three broad goals, still there were many overlapping approaches that applied to more than one goal. For example, interdisciplinary approaches were obviously relevant to both student and faculty role changes, and structural changes involved every level of the community. Six interdisciplinary core courses were installed, evaluated, and redesigned with the support of the Project. Individual courses were redesigned in nearly every department, and some departments restructured their whole curricula to promote a more active and individual learning process.

One of the major overall issues is concerned with reporting and evaluation. Austin College has tried diligently to collect "hard data" to substantiate what happened during the Project. Several different consultants were used in this area, and countless meetings were held. There were participant questionnaire evaluations of three Summer Resource Laboratories and of most subdivisions within these laboratories, as well as evaluative reports by the leadership. During two summers each faculty participant evaluated his or her progress against goals set in the process of application and negotiation, and during one summer student interviewers conducted an evaluation using sampling techniques. Each core course uses development evaluation by student questionnaires and leadership reports each time it is offered as a basis for further curricular revision. Each faculty member's performance in each course is now routinely evaluated by student questionnaires. Also, each academic program is evaluated annually under the guidance of a Program Advisory Committee and in relation to a set of program goals subject to the review of that Committee. The Project's Advisory Panel had an on-going evaluative function as well as an important role in summative evaluation and reporting. The Panel reviewed preliminary plans for summative evaluation and gave advice concerning alternatives and implementation, supervised the In-Depth Interview procedure conducted by professional interviewers, and independently prepared their own oral report to the campus community and written report to the funding agencies and the College. Further evaluation procedures included annual administration of the IFI, IGI, and other questionnaire instruments, and reviews of preliminary evaluation materials by separate groups representing student, faculty, and administrative viewpoints. Other pertinent materials include a set of abstracts of faculty activities in the Summer Resource Laboratories and a survey of status and change in instructional methods.

There is abundant evidence of more individualization, of the more active participation of students, of a broadening of the scope of student development with which faculty are involved, of more varied and more student-active modes of instruction and learning, and of a rapid growth in the acceptance and use of evaluative procedures throughout the College. Most observers see moderate success in fostering student self-direction; and the increases in participation, evaluation, and accountability seem to promise achievement of the goal of continuing institutional self-renewal.

Still, the documentation of role change is difficult outside the case study and illustrative example approach used in this report. Austin College can claim to know very little *for sure* as a result of the Project evaluation. It is difficult to document attitudinal changes without longitudinal studies. Perhaps the comparative studies anticipated in a separate interinstitutional part of the original proposal might have given more definitive answers, but that part was not funded and might have been premature. And there will always be more to be done in regard to each goal of the Project. They will never be attainable once and for all. It is a *process*, one we will never complete. Yet, we do have some evidences, and even feelings about what has happened so far. Others, many others, have already asked us about these feelings.

It was originally intended that a section of the report would present the perspectives and subjective evaluations of Dr. Frank C. Edwards, Project Director and Dean of Educational Research and Development until his untimely death in July of 1975. The special perspectives of the College President would then have been in a separate section. Because the President succeeded to the role of Project Director when the Project was nearly completed, this section serves for the two parts originally planned, pulling together and meshing the insights and perspectives of various leaders of the College and the Project.

Here we want to relate our thoughts and feelings about what has happened. For some of the items mentioned, there are no data from strict evaluation procedures to either confirm or deny what is written. But the conclusions *are* based on our experience, and we think we can support these from that experience and our understanding of it. With that perspective, we here lift out what seem to be the most significant factors among the programs and processes of the Austin College Total Institutional Project.

Programs

As indicated earlier in this report, program changes have been numerous and, in some cases, quite dramatic. Much has been done, and this is reported primarily in Chapter I of this report. We do not attempt to repeat that here, but we do want to express some insights, concerns and feelings about particular issues and programs.

Liberal Arts Philosophy. Throughout its history, Austin College has affirmed and reaffirmed the value of a liberal arts education. Today, too, in the IDEAS program the liberal arts are dominant. During the course of the Project, however, there were times when the concept of liberal arts education faded into the background. Similarly, some felt that the "encounter with the arts *and* sciences" was not appropriately emphasized to students. Too often either the arts or sciences were neglected in a student's program. This perhaps was quite normal during a time of intense activity and focus of attention on educational role changes and corresponding development of alternative instructional techniques. But perhaps also, this was a failing of the Project. Now with the Project conclusion, efforts are progressing to recognize anew the liberal arts education and what that means for the student and the College program, such as faculty involvement in core and interdisciplinary courses.

Mentor. Somewhat surprising is the degree of success of the mentor system. In the beginning the role of mentor was viewed as one requiring sensitive skill and demanding new training for the faculty. That retraining has apparently been quite successful. But if the success of the mentor is surprising, it is a most welcome surprise. The mentor is key in many ways to the IDEAS at Austin College program—through the personal relationship with the student and the impact that can have on the student's entire view of college, and through the mentor's guidance in serious educational planning by the student, especially in the situation of increased degree options and decreased prescription. This one-to-one relationship of mentor and student is a source of real strength for the entire program.

Freshman Year, Calendars, and Core. The supportive, integrated approach to the student's first year on campus is still viewed as a potential for achieving new educational effectiveness. The new calendar arrangements and the core courses, with their contemporary and value-oriented emphases, are considered crucial. Dealing with self-understanding is critical, also.

Birkman Method and Seminar. There has been not a little disappointment concerning the Birkman technique and its failure to be stimulating to students. There are some indications that ineffective use and follow-up have been part of the problem. Faculty use, as by departmental groups, showed better results. Still, a technique to increase understanding of self and others, such as the Birkman, can be most useful for some students.

Instructional Methods. Modules, competency levels, peer teaching, media, the computer—all these and others are used more commonly throughout the educational program now. The faculty know much more about different instructional methods, but still have more learning to do, too. For example, we have learned that the effective use of media does not mean just adding a film to a course. In fact, in some cases students have been "turned off" by media. It could be that media are useful when thought of as *teaching* devices, but not as effective when approached from the viewpoint of *learning.*

Much of what we have learned can be summarized by using one more example, the Austin Teacher Program. Inaugurated in 1968, it is the College's award-winning, five-year teacher education program ending in a Master's degree for the student. The future teacher gets a thorough grounding in liberal education, as does any other Austin College student. At the same time, the prospective teacher observes in public schools and progresses through various participations, including analytical discussions of teaching methods, work as a teacher aide, and gradually to larger tasks in actual teaching to an internship in full day-to-day responsibility for instruction. Experiences are videotaped and analyzed by the student and peers. Ineffective "how-to-teach" courses, previously offered, are eliminated. The Teacher Education faculty guide the students by facilitating peer interaction and by holding individual conferences in which learning contracts are formulated and modules are selected to obtain competencies.

Thus, it is easy to see that some of the Austin Teacher emphases are common to the Project and IDEAS program. These include a thorough grounding in liberal education as a foundation, individualization, competency levels, student involvement, experiential learning, trying new approaches (modules), attention to affective features, and peer interaction. Moreover, now the Austin Teacher Program is adjusting in ways that may signal also the next step for the larger program: modules are being used more on a supplemental basis, and there is to be more structure for beginning students with gradual movement of the students into doing more on their own.

Processes

All along processes have been emphasized in the Project. The idea is that the *way* something is done is just as important as *what* is done, perhaps even more important. This relates to attitudes, to the recognition that responding sensitively to affective dimensions of behavior can be an incentive and important motivation.

Accordingly, the way the Project went about stimulating change may be the key to what happened. Some of these ways have been identified throughout this report and are summarized here.

Coordinating Institutional Strategy. Austin College had an institutional strategy in going about the Project, and there were three main parts embodied in that strategy. First, the Project was seen as a time of intense activity when substantial extra resources would be pumped into the College. But that "hump" of resources would enable the College to become skilled so that in the future it could undertake further transformation in a more routine manner not requiring the extra resources. Second, the creativity and planning functions were separated from operations (through the Office of Educational Research and Development) to assure that the needed leadership and stimulation would be provided. And third, the Project was total. One aim was to make styles in the operational segment of the College philosophically consistent with styles in the educational program so that efforts in one area would neither be at variance with nor be undercut by what was happening in the other area.

Emphasizing Process. The actual participation in the Project by nearly all faculty was seen as the crucial part of the Project. If faculty could become skilled in or learn to accommodate to the processes of change, then future concerns for "products" (courses, programs) would take care of themselves. Part of that process emphasis involved all members of the campus, including substantial numbers of students, working together and participating in the Project. The reinforcement and psychological support of mutual efforts were significant and had a synergistic effect: the total effect was truly greater than the sum of the parts.

Installing a New Program. Since the *IDEAS at Austin College* program had to be installed through the Project, there were concrete situations in which faculty and students could try new ideas. And the new calendar arrangements (weekly and hourly) forced reconsideration of courses and methods. Similarly, expanded interdisciplinary responsibilities exposed faculty to different teaching/leaning approaches. The new program, calendar, and interdisciplinary emphases did much to stimulate educational reform, reform that might not have occurred without these three related factors.

Setting Goals, Evaluating, Reporting. For the future, perhaps no experience was as important for faculty as the Project's constant requirements for individual and program goal setting, evaluation, and reporting. This process became quite tedious at times; probably all tired of it. But it was effective for in-course monitoring of the Project as well as summative evaluation. And, of course, *people* became more skilled in these areas.

Critiquing. Critiques of what was going on by outsiders were a further stimulator of change. Not only did this prevent some mistakes, but it also reinforced many in what they were about and thus urged them on to further renewal efforts. The Advisory Panel was especially helpful here. Though the Panel did not perhaps function as cohesively as a group as might have been desired (attributed in part to busy schedules which prevented attendance at some meetings), nevertheless its impact was substantial as "The Advisory Panel" and through its individual members.

Communicating. Throughout the Project there has been substantial communication between Austin College and others in higher education inquiring about the Project. It has been difficult at times because of the concepts involved and program terminology. We thought we gave the programs conceptual names that communicated the essence of the program, but these are apparently difficult for others to understand. Still, this communication process has benefited the College, as responses from others have reinforced people's efforts at renewal.

Flexibility and Openness to Ideas. Through all the adjustments of institutional structure and strategy and the emphasis on processes, evaluation, and communication, the flexibility and resiliency of the institution and its people have been tested and developed. And the courage of the College and its people has been further tested by disappointments. Perhaps the greatest challenge to our flexibility and openmindness has been the need to recognize that some appealing ideas have not worked and need to be put aside, and that the task of personal and institutional renewal will never be completed.

People

The reason processes are so important is because the heart of education is *people*, thinking and feeling human beings. And people, their attitudes and roles, have been the heart of the Project. Perhaps the most important part of the Project has been its emphasis on dealing with people's attitudes, feelings, and needs.

Students. All the concern about programs and processes is ultimately for the benefit of the student. This does not mean that the student has to like all programs and processes, for education involves pushing, challenging, stretching the individual's limits.

But the old prescriptive method does seem to have lost its usefulness for today's changing situation, for students are more diverse in their backgrounds and needs when they come to college. This was an assumption Austin College took seriously when IDEAS was planned, and it has proved valid. Individualization is necessary.

On the other hand, another assumption does not seem to have proved valid, and that concerns the maturity of students. In planning IDEAS, Austin College was told by others that in the future the graduating high school student would be farther along than his counterparts of the past and be able to handle different educational tasks. Thus far, Austin College has not seen this on a general basis. One indicator of this is the current nation-wide trend of lower scores on the Scholastic Aptitude Test. As a consequence, the College is having to work harder at moving students toward new educational roles.

A related factor is the concern of today's student with vocational preparation. The tighter job market throughout the country increases anxiety in this area. But the more practical emphasis is hard on the liberal arts in general, and increased efforts are needed to explain the long-lasting values of liberal education.

Together, these issues are placing greater difficulties than had been expected on initiating student role change. Austin College is committed to that role change as a necessity for living in the modern world and will continue to pursue it, but additional steps may be needed more than at first thought.

Faculty. Faculty are the crux of the institution's effort to have an impact on students, and thus the reason for much of the Project being focused on faculty development. This focus, however, has placed a heavy workload on faculty, due in part also to the totalness of the Project. If less had been attempted in the same amount of time, the workload might not have been as severe; but results might have been disproportionally less. Thus, there is a dilemma to be faced concerning time: do you attempt less and risk scattered, possibly short-term results? Or, do you take the total approach and face the issue of workload?

Another source of anxiety among faculty has been their general role in the institution. With the new governance and program management system, the faculty does not have the same legislative role with respect to curricular affairs. Though their elected representatives on the Faculty Review and Advisory Committee may initiate a reconsideration or appeal, curricular legislation is the function of the Governing Council where students, faculty, and administrators represent the whole campus community.

Although some see this change as a loss of faculty power, one of the effects has been to spread more of the decision making to the program level where the individual faculty members now have greater authority than under the former system.

Thus, the role change for faculty has been considerable. At the same time, that role change has been consistent, as in both educational and governance areas the faculty are involved more in the cooperative *How do we* approach of working together. And that approach is a necessity for the small liberal arts college today.

Administration. Much of the same philosophy that applies to faculty role change also applies to role change for administrators. The role of the President is crucial, and in a way symbolizes the issue concerning administrators.

The role of the President and other administration leaders has had to change as the conditions and the various stages of program and institutional development have changed. It is clear that the earlier traditional authoritarian role of the President is unacceptable if not impossible in today's very complex situation. Yet the necessity for leadership and vision of the challenges of the future are still essential for the educational program, and for the institution that is able to continue to meet the changing educational needs of its constituency.

The complexity of today's situation with its increased rules, rights, legal requirements, and outside entanglements of an institution, require a variety of expertise and flexibility, and an ability to act promptly that was unknown in an earlier day of educational management. There is also currently a concern for accountability that requires an efficiency and effectiveness in operation and in the utilization of resources as applied to a clear purpose of the institution. All of these new pressures bring into question the adequacy of earlier concepts of college governance sometimes involving adversary relationships among the faculty, students, administration, and trustees, and often hampered by the inertia of standing committees and by a cumbersome legislative process.

A personal, forceful style, demanded by the different circumstances of the past and effective in those times, may simply be out of place in a more cooperative "do it together" framework. Moreover, the *future* of the institution is at stake. Others at all levels must assume educational leadership if renewal is really to be a built-in, routine operation. Thus, the President must build a team and hope others will assume some of the load he has traditionally assumed.

One factor concerned all—students, faculty, administrators—and probably cannot be emphasized too much: the sheer frustration involved in change. The Project created some real struggles for people; there were aches and pains for some individuals. Any institution considering fundamental change must be awar[illegible]he personal stresses that will surely be a part of the change.

Putting It All Together: A Self-Renewal System for a College

People, processes, and programs—that's what the Project was all about. But it was not concerned only with one-time change regarding each of these. Rather, the true purpose of the Project could be said to extend a climate of creativity on campus and to make that climate permanent. Austin College had exhibited an active, exciting climate of reform and innovation for two decades, attested to by campus visitors over the years. But that climate often came with extra duties added to already heavy burdens of responsibility. Could the major upheavals and cycles of change be avoided and a more even pattern of renewal—for people, processes, and programs—be established on a more systematic basis?

Coming out of the Project, Austin College increasingly sees renewal as involving a number of different items. No single item can guarantee self-renewal by itself. But together they can form a system that holds great promise for built-in renewal. The elements of such a Self-Renewal System for a College, drawn from the experience of Austin College and its Total Institutional Project, are identified below.

Institutional Commitment. (a) The Board of Trustees must be committed to the concepts of change and self-renewal for the institution. (b) The Board of Trustees must have a thorough understanding of the College's role, its educational objectives, and the necessity of meeting the educational needs of a well-defined constituency. (c) The Board of Trustees must have the understanding and the willingness to be involved and provide the necessary assistance and resources for analysis, planning, and program review.

At Austin College, the institutional commitment is affirmed by the Board of Trustees. The Board is a *working* Board and is involved deeply in operations affecting the College's stance and perpetuation. One evidence of this involvement is the fact that the Board issues its own *Policy Manual,* detailing the role of the College and operations.

A major part of the Board's commitment involves a new constituency program. One Board meeting each year will be devoted to a particular review of the College with the constituency groups. Advisory Committees of the College's programs receive from the constituency groups their suggestions and recommendations.

Another part of the Trustee's commitment is expressed in a Board of Visitors designed to assist educational program development, particularly in the three academic areas of the College—Sciences, Social Science, Humanities. This Board of Visitors will give a quality critique to each of the program areas. Reports will be made, not only to the areas, but also to the Board of Trustees.

The above two factors could almost be considered a separate element in a self-renewal system, *i.e.* providing ways for those outside the College to make an input and have an impact. Such outside critiques bring stimulation to the campus.

A final factor in the role of the Board of Trustees in self-renewal concerns "safety valves" in the form of communication devices built into the College's operation. These are structured appeal procedures through the Corporate and Executive Offices, and special communication opportunities provided for the Trustees with faculty and students.

Leadership and Structure. (a) The Board of Trustees must be certain of the designation of proper leadership and assignment of responsibilities, to maintain a team approach and broad participation. (b) The Board of Trustees must create specific structures and make clear it is sharing its responsibility with administrators, faculty, and students, with proper arrangements for accountability.

At Austin College, the Executive Office and multiple executive approach are used to maintain and cultivate that leadership in institutional operations. Involved in the same way but on a different level is the Corporate Office. The leadership of the College is reviewed as a part of the Trustees' four-year cycle, not only to see to what extent it is measuring up through its evaluation, but also to see to what extent there are sufficient backup and additional resources as replacements are necessary. Related is the need for sufficient administrative leaves and other means of renewal as a part of the executives' career development. The Board of Trustees is especially involved in this leadership evaluation and projection. Another factor in this leadership role is the external leadership given by Austin College, its executives and faculty, to other institutions and to association operations. This is a factor not only in the growth of the individual, but also in the ability of that person to bring back to the institution understandings, insights, and reinforcement concerning what the College is doing vis-a-vis others.

Creative Climate with Basic Trust and Mutual Concern and Commitment. (a) For renewal, there must be mutual concern and commitment on the basis of trusting one another that decisions and outcomes are in the interest of the total College. (b) The creative climate of mutual concern, commitment, and trust must be supported by rewards and recognition given on the basis of service to the College community.

At Austin College, a heritage of twenty years of creative experimentation established the current creative climate. Careful recruitment of faculty is important in sustaining that climate and expanding it. Continuous consideration of the needs of the future, especially for the College's constituencies, is also related. Trust and mutual concern are nourished by having many involved in solving the problems of the institution and demonstrating that the future of the institution concerns all.

A Cycle of Program and Operations Review. (a) The Board of Trustees must establish a program and operations review cycle to assure that one phase of the College be reviewed in depth each year and that on some regular cycle every phase of the College be reviewed with necessary changes in programs and policies. (b) There should also be an annual evaluation of the College programs and a budget review.

At Austin College, the Board of Trustees has a four-year cycle of review in which one phase of the College program is examined in depth each year by the Trustees. In their Summer Workshop, the Board of Trustees reviews in sequence over four years the development program, the business affairs program, the educational program, and the executive leadership of the College, including the Board's own operation and extension of the *Planning Guide.* This cycle serves as a base so that the entire operation of the College must prepare for this review. Past operations over the previous four years must be explained and reported, and proposed policy changes must be recommended to the Board as well as specific plans for the next four years. The staff and faculty processes in getting ready for such a review by the Board of Trustees are in themselves a discipline and self-renewal process. There is a review of the program each year in the budget approval process.

Program Analysis, Projection, and Creativity. (a) For each program, there must be definition of program unit responsibility, the establishment of goals and activities, specification of the resources required to carry out these goals and activities, and evaluation and reporting. (b) Institutional analysis with institutional research and educational creativity must bring to bear educational trends and problems on the College situation and apply these to the future and changing needs of the constituency. (c) Efforts must continue to measure programs against a total institutional approach, the College's goals, and projections.

At Austin College the Office of Educational Research and Development with the position of Dean of Educational Research and Development, has been established to assure the bringing of extra creative pressure to the campus. That kind of creative input is served by this Office, and it also is a resource to individuals for their own professional development and self renewal processes as that relates to the College's priorities. This Office is backed up by a second office, that of Institutional Research. It is concerned with the collection of data and various kinds of evaluation processes to show where the institution is in terms of those data and larger trends. It also analyzes special problems that may be identified through the Office of Educational Research and Development or the executive leadership of the College.

Also involved at Austin College is the Program Management System. Its advantages are a broad based involvement of faculty and students in the creative processes, specific planning and evaluation each year, and four-year projections (also geared to the reporting to the Board of Trustees on the educational program). All of this provides a routine and an opportunity for raising issues and for getting specific answers to what should be done next to improve the quality of the program. This is also related to the concept of the Board of Visitors and its review of educational programs. The Program Management System provides the primary basic input and evaluation process through which self renewal can really happen at the level of the individual program. Included also is the function of the Administrative Secretariat in coordinating the many separate ideas for program renewal.

The culmination of program renewal comes through legislative processes. The Governing Council, composed of representatives of faculty, students, staff, and administration, deals with all the legislative program adjustments that are made. Advisory and Review Committees provide a means for broader involvement of faculty and students in discussion and debate, as does the use of task forces and committees for the proper development of legislative proposals before they are submitted to the Governing Council.

Changing Roles and Individual Renewal. (a) The institution must have programs, workshops, and summer laboratories for team work and individual efforts. (b) There must be a system of career development with individual goal-setting and professional advancement.

At Austin College, the Career Development Program is a key factor for the renewal process for the faculty and program staff personnel, and efforts are underway to get the Career Development Program underwritten with specific endowment. The College will then have the necessary resources to enable it to fulfill its function of helping to deal with obsolescence and to keep alive the creativity of the faculty and staff.

Outside Assistance for Installing a Self-Renewal System. (a) There must be a readiness of the institution with people open to problems and opportunities. (b) Extra people are not necessarily required, but extra work is, and extra resources for the do-it-yourself approach. (c) The use of the right outside peer influence and experience can provide help and shortcut the process of installing a self-renewal system.

At Austin College, the Project was a major factor in developing its self-renewal system. The added resources especially of consultants and the Advisory Panel, were helpful. Still, the College was ready—it had already legislated the new educational program and was committed to it.

In essence, others can share their experiences, but the focus is still basically *self*-renewal. This is a process. All outsiders can do is use their experience and understanding to make suggestions, and then hopefully others can delve into renewal in an easier and better fashion.

Conclusion

Self-renewal is really what Austin College is trying to prepare students for, living in a world of constant change where renewal is demanded and alternatives and options must be kept open. If the entire College as an institution has its own self-renewal system, and if faculty and staff are also demonstrating their concern for renewal individually, then not only should the institution be in a more viable position, but also it should be creating a model that can be instructive to its students. Planning for renewal not just by installing new programs and redrawing organizational charts, but also by nurturing the talents and abilities of individuals—that has been a major thrust of the Austin College Total Institutional Project.